

BOARD OF GOVERNORS
August 7-8, 2014
Ochiato Student Center, Colorado State University, Pueblo

THURSDAY, August 7, 2014

Board of Governors Breakfast (<i>Monarch Room</i>)	7:30 a.m. – 8:00 a.m.
COMMENCE BOARD MEETING – CALL TO ORDER	8:00 a.m. – 5:15 p.m.
1. CONVENE BOARD MEETING (<i>Monarch Room</i>)	8:00 a.m. – 8:10 a.m.
• Election of FY 2014-15 Officers	
• Committee Assignments	
2. EVALUATION COMMITTEE (<i>in Executive Session</i>) (William Mosher, Chair) (<i>4 hrs.</i>)	8:10 a.m. – 12:10 p.m.
(<i>Monarch Room</i>)	
Lunch (<i>Center Ballroom 109</i>)	12:10 p.m. – 1:00 p.m.
3. PUBLIC COMMENT (<i>Colorado Ballroom 109</i>) (<i>10 min.</i>)	1:00 p.m. – 1:10 p.m.
4. AUDIT AND FINANCE COMMITTEE (Joseph Zimlich, Chair) (<i>1.5 hrs.</i>)	1:10 p.m. – 2:40 p.m.
(<i>Colorado Ballroom 109</i>)	
• FY 2014-15 Audit Plan Update	
• Colorado Dept. of Higher Education Funding Model (HB 1319) Update	
• FY 2015-16 Campus and System Budget Preliminary Assumptions	
• Update on CSU-Pueblo Funding	
• Approval of CSU-Pueblo FY 2014-15 Tuition Schedule	
• Review/Approval of Campus Institutional Plan on Student Fees	
• Approval of FY 2015 Institutional Plans for Student Fees and Charges	
• Executive Session	
• Security and Exchange MCDC Initiative	
5. REAL ESTATE/FACILITIES COMMITTEE (Nancy Tuor, Chair) (<i>1 hr.</i>)	2:40 p.m. – 3:40 p.m.
(<i>Colorado Ballroom 109</i>)	
• Approval of Easement for Prospect Plaza Bus Turnaround	
• Approval of Long-Term Lease for U.S. Forest Service	
6. ACADEMIC AND STUDENT AFFAIRS COMMITTEE (Mark Gustafson, Chair)	3:40 p.m. – 5:10 p.m.
(<i>1.5 hrs.</i>) (<i>Colorado Ballroom 109</i>)	
• Approval of Policy 314: Approval of Degree Candidates	
• Approval of New CSU-Global Campus Degree Program: B.S. in Computer Science	
• Approval of New CSU Special Unit: School of Global Environmental Sustainability	
• Approval of New CSU Special Unit: LEAP Institute for the Arts	
• Faculty Activity Reports: CSU, CSU-Pueblo, CSU-Global Campus	
7. CONSENT AGENDA (<i>5 min.</i>)	5:10 p.m. – 5:15 p.m.
A. <u>Colorado State University System</u>	
• Minutes of the June 18-20, 2014 Board of Governors Retreat	
• Minutes of the June 20, 2014 Board of Governors Meeting	
• Approval of Degree Candidates for Academic Year 2014-15 for CSU, CSU-Pueblo and CSU-Global Campus	

Colorado State University System
Board of Governors Meeting Agenda
August 7-8, 2014

B. Colorado State University

- Posthumous Degree
- Academic Year 2014-15 Program Review Schedule
- Faculty Manual Change – Appendix 1
- Faculty Manual Change – Appendix 3
- Faculty Manual Change – Sections B.2.6.2 and B.2.6.5
- Faculty Manual Change – Section C.2.1
- Faculty Manual Change – Section D.2.1, D.5.3 and D.7
- Faculty Manual Change – Section F
- Faculty Manual Change – Sections G.1, G.4, and G.5

C. Colorado State University-Pueblo

- Academic Year 2014-15 Program Review Schedule

Lobster Bake Dinner (*social event*) (*Pueblo Convention Center, 320 Central Main St.*) **5:30 Reception/7:00 p.m.**

FRIDAY, August 8, 2014

Board of Governors Breakfast with the CSU-Pueblo President's Cabinet and Deans **7:30 a.m. – 9:00 a.m.**
(*Center Ballroom 109*)

RECONVENE BOARD MEETING (*Colorado Ballroom 109*) **9:00 a.m. – 2:30 p.m.**

8. BOARD CHAIR'S AGENDA (*20 min.*) **9:00 a.m. – 9:20 a.m.**

- Recap of June Retreat
- Excellence in Undergraduate Teaching Award – CSU-Pueblo

9. EXECUTIVE SESSION (*1 hr. 10 min.*) **9:20 a.m. – 10:30 a.m.**

Break (*15 min.*) **10:30 a.m. – 10:45 a.m.**

10. FACULTY & STUDENT REPRESENTATIVES' REPORTS (*30 min.*) **10:45 a.m. – 11:15 a.m.**

A. Faculty Reports

- CSU-Pueblo: Faculty Report – Presented by Michael Mincic (*5 min.*)
- CSU-Global Campus: Faculty Report – Presented by Robert Deemer (*5 min.*)
- CSU-Fort Collins: Faculty Report – Presented by Alexandra Bernasek (*5 min.*)

B. Student Reports

- CSU-Pueblo: Student Report – Presented by Timothy Zercher (*5 min.*)
- CSU-Global Campus: Student Report – Presented by Brad Schiffelbein (*5 min.*)
- CSU-Fort Collins: Student Report – Presented by Samantha Guinn (*5 min.*)

11. PRESIDENTS' REPORTS and CAMPUS UPDATES (*30 min.*) **11:15 a.m. – 11:45 a.m.**

A. **CSU-Pueblo:** President's Report – Presented by Lesley Di Mare (*10 min.*)

B. **CSU-Global Campus:** President's Report – Presented by Becky Takeda-Tinker (*10 min.*)

C. **CSU-Fort Collins:** President's Report – Presented by Tony Frank (*10 min.*)

Break/Working Lunch (*15 min.*) **11:45 a.m. – 12:00 p.m.**

12. CHANCELLOR'S REPORT (*25 min.*) **12:00 p.m. – 12:25 p.m.**

Colorado State University System
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13. SYSTEM WIDE DISCUSSION ITEMS (2 hrs.)

12:25 p.m. – 2:25 p.m.

- Land Grant System Report – Presented by Ajay Menon, Dean, CSU College of Business and Kathay Rennels, Assistant Vice President for Engagement, CSU
- Athletics Report
 - CSU: Presented by Tony Frank, President
 - CSU-Pueblo: Presented by Lesley Di Mare, President

14. BOARD MEETING EVALUATION (5 min.)

2:25 p.m. – 2:30 p.m.

15. ADJOURNMENT

2:30 p.m.

Next Board of Governors Board Meeting: October 2-3, 2014, Colorado State University, Fort Collins

APPENDICES

- I. Board Correspondence
- II. Construction Status Reports
- III. Readings on Higher Education

Section

1

Election of Officers and Committee Assignments

Board of Governors of the Colorado State University System
Committee Assignments
July 2014

Executive Committee

- Dorothy Horrell, Chair
- William Mosher, Vice Chair
- Joseph Zimlich, Treasurer
- Scott Johnson, Secretary
- Dennis Flores, At-Large Member
- Michael Martin, Chancellor, CSU System (assigned staff)

Evaluation Committee (*Voting Members*)

- William Mosher, Chair
- Scott Johnson, Vice Chair
- Michael Nosler, General Counsel, CSU System (assigned staff)

Academic and Student Affairs Committee

- Mark Gustafson, Chair
- Jane Robbe Rhodes, Vice Chair
- Rick Miranda, Chief Academic Officer, CSU System (assigned staff)

Audit and Finance Committee

- Joseph Zimlich, Chair
- Demetri “Rico” Munn, Vice Chair
- Allison Horn, Director of Internal Auditing, CSU System (assigned staff)
- Rich Schweigert, Chief Financial Officer, CSU System (assigned staff)

Real Estate/Facilities Committee

- Nancy Tuor, Chair
- Dennis Flores, Vice Chair
- Kathleen Henry, President/CEO, CSU Research Foundation (assigned staff)
- Michael Nosler, General Counsel, CSU System (assigned staff)

CSU-Pueblo Foundation Liaison

- Dennis Flores

CSU Foundation Liaison

- Dorothy Horrell

CSU Research Foundation Liaison

- Joseph Zimlich

Department of Higher Education Liaison

- Dorothy Horrell

Section 2

Evaluation Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
EVALUATION COMMITTEE MEETING AGENDA
August 7, 2014**

Committee members: Bill Mosher, Chair; Scott Johnson, Vice Chair; Dennis Flores; Dorothy Horrell; Mark Gustafson, Rico Munn; Jane Robbe Rhodes; Nancy Tuor; Joseph Zimlich.

Assigned Staff: Michael Nosler, CSUS General Counsel

1. Call to Order
2. Overview – Evaluation Policies and Procedures
3. Executive Session to discuss evaluations for Board Appointees and Presidents
 - Michael Nosler, CSUS General Counsel
 - Allison Horn, CSUS Director of Internal Auditing
 - Lesley Di Mare, President, CSU-Pueblo
 - Becky Takeda-Tinker, President, CSU-Global Campus
 - Tony Frank, President, CSU-Fort Collins
 - Michael Martin, CSUS Chancellor
4. Wrap-up

Section

3

Public Comment

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Section

4

Audit and Finance Committee

Audit Issues

1. *Discussion/Presentation/Action* – Review and update on fiscal year 2015 audit plan 15 min.
2. *Discussion/Presentation* – Other issues 5 min.

Finance Issues

3. *Discussion/Presentation* – Update on development of new higher education funding formula/HB-1319 10 min.
4. *Discussion/Presentation* – Campus and system FY 2016 budget update 15 min.
5. *Discussion/Presentation/Action* General update on CSU – Pueblo along with adoption of missed tuition schedule 25 min.
6. *Discussion/Presentation/Action* – Review and adoption of campus Institutional Plan on Student Fees for CCHE as required by policy. 10 min.
7. *Discussion/Executive Session/Action* - Security and Exchange Commission's Municipalities Continuing Disclosure Cooperation Initiative briefing 10 min.

Board of Governors
Audit/Finance Committee
August 7, 2014

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Items #1 and 2 Audit Issues

Background Information

The College of Engineering (COE) includes five departments that provide course work leading to degrees in atmospheric sciences; biomedical engineering; chemical and biological engineering; civil engineering; computer engineering; electrical engineering; environmental engineering; systems engineering; and mechanical engineering. COE graduates find employment in a wide range of fields, including engineering companies, medicine, education, as well as government agencies. For several years, the COE has been the largest research organization at Colorado State University (CSU). The COE operates on the main CSU campus, the south CSU campus, and at the CSU foothills campus. The Dean's Office is the central administrative organization within the college.

Scope and Objectives

The objective of this review was to provide a risk assessment to the incoming Dean regarding the internal control environment within the college. This included determining whether the college limits its risk through a strategic plan, policies, procedures, and internal controls that are in practice on a daily basis. To complete this review, we examined:

- Prior audits to determine if past recommendations have been implemented;
- Background information to understand the college;
- College and University policies and procedures and the strategic plan and its metrics;
- Financial activity for the college, budgetary and account reconciliations processes;
- Processes related to payroll, procurement and revenue; sponsored program research; and tracking of capital equipment.

Results and Conclusions

The initial risk assessment process calculated this as HIGH risk operation. During the audit, we assessed controls, processes and procedures designed to mitigate risks. Based on the audit, we concluded that the risk mitigation activities provide a MEDIUM residual risk level.

Based on the audit objectives listed above, we made the following recommendations, based on the audit findings:

1. The COE Dean and Business Officer should review the assignment of administrative responsibilities, such as those mentioned above, to ensure that duties are appropriately segregated and that oversight is adequate.
2. The Dean and Business Officer should review the current organization of fiscal support staff and ensure that oversight is effective and duties are evenly distributed.
3. The Dean and Department Heads should ensure that personnel responsible for property in the college are compliant with CSU property tracking requirements, including, if necessary, periodic checks.
4. The Dean and Business Officer should ensure the COE reviews its cash receipts process with Banking Services to obtain a waiver of compliance with FPI 6-1 or to bring the COE into compliance with this requirement.
5. The COE Dean and the Business Officer should document the procedure and requirements of the COE monthly account reconciliation process.

We have discussed all findings and recommendations with management, and are satisfied that completion of the proposed actions will mitigate the issues noted. Follow-ups to implementation of recommendations will occur based on targeted completion dates.

Details of findings and recommendations may be found in Audit Report 14-13 issued the same date as this Executive Summary.

We would like to express our appreciation to CSU management and staff for their assistance and cooperation during the audit.

Allison A. Horn – Director, Internal Auditing

All Overdue Recommendations

Audit Number	Audit Name	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Completion Date	Current Response
13-07	Warner College of Natural Resources	1	Update the WCNR strategic plan.	Agree. WCNR will begin strategic planning in Fall 2013 and intend to have a plan completed by June 2014.	6/30/2014	6/30/2015	
13-07	Warner College of Natural Resources	2	Oversee and provide instruction to CEMML in regard to the preparation of account reconciliation documentation.	Agree. Assistant to the Dean for Finance has been meeting with CEMML including their Director, Financial Manager, staff and Pis to update their current systems, manuals and processes.	6/30/2014	6/30/2015	
13-07	Warner College of Natural Resources	3	Require the description of the reconciliation process to be consistent across all WCNR departments including accounts that do not require budgets, specification of documents for reconciliation, and analysis demonstrating whether accounts are in a deficit.	Agree. NREL/ESS has implemented changes already. COOP to be completed by July 1, 2013 and CEMML by June 30, 2014.	6/30/2014	6/30/2015	
14-06	Continuing Education CSUP	1	Develop a methodology to identify the amount of RI tuition revenue for CE programs in order to analyze and report CE course information accurately. BFS policies and procedures should be updated accordingly.	Agree. The controller will develop a methodology to identify the amount of RI tuition revenue for CE programs in order to analyze and report CE course information accurately. Policies and procedures will be created for this process.	5/1/2014	09/01/2014	
14-06	Continuing Education CSUP	5	Review and update non-student accounts receivable policies/procedures to eliminate inconsistencies; review procedures for calculating bad debt to ensure actual calculation is consistent with documented policies/procedures; staff training on A/R policies.	Agree. The controller will review and update non-student accounts receivable policies/procedures, review procedures for calculating bad debt to ensure the calculation is consistent with documented policies/procedures, and continue staff training.	6/30/2014	07/31/2014	

Audit Number	Audit Name	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Completion Date	Current Response
14-06	Continuing Education CSUP	16	Update the travel reimbursement policies and procedures to address commuting mileage adjustments.	Agree. The Purchasing Department will revise the travel procedures to address commuting mileage and update the website accordingly.	2/28/2014	05/30/2014	
14-06	Continuing Education CSUP	20	Review the Substantive Change Application with the provost and take appropriate action to ensure compliance with governing policies.	Agree. The CE dean will meet with the provost within 90 days regarding the Substantive Change Application and support the provost in his authority to approve and submit the Substantive Change Application at the provost's discretion.	4/30/2014	10/31/2014	
14-06	Continuing Education CSUP	21	Identify a methodology to obtain the necessary information for CE to monitor the amount of approved COF hours. BFS policies and procedures should be developed accordingly.	Agree. The controller will identify a methodology to obtain the necessary information for CE to monitor the amount of approved COF hours. Policies and procedures will be developed accordingly.	5/1/2014	09/01/2014	
14-06	Continuing Education CSUP	22	Develop policies and procedures necessary to ensure the actual amount of COF credit hours used is compliant with the amount approved.	Agree. CE will follow the process given by the controller to monitor COF hours. The CE dean will correspond with DHE/CHE when necessary to ensure compliance.	7/1/2014	07/31/2014	
14-06	Continuing Education CSUP	24	Ensure conflict of interest policies and procedures for faculty, administrative and professional staff are reviewed and updated. The policies and procedures should clearly address where completed disclosure forms should be maintained.	Agree that the conflict of interest policies and procedures should be reviewed and updated.	5/31/2014	N/A	Waiting for policies and procedures to go to BOG
14-09	Payroll	2	Ensure that the Oracle Access Control environment is documented, and ensure that access types and approval processes are configured so that approval responsibilities are independent of data input.	Agree.	6/30/2014	7/31/2014	

**Colorado State University System
Department of Internal Audit
Status of FY 2014-2015 Audit Plan
As of July 25, 2014**

Institution	Area to be Audited	Reporting Area	Status
Carried Forward from FY 2013-2014			
CSU	Accounts Receivable	B&FS	Review
CSU	Housing	Student Affairs	Fieldwork
CSU	Data Centers	IT	Fieldwork
CSU	Institutional Research	IT/Provost	Fieldwork
CSU	Tuition Revenue	B&FS	
CSU	Disaster Preparedness	IT	
CSUP	Tuition Revenue	VPFA	Fieldwork
CSUGC	Financial Aid/Accounts Receivable		Fieldwork
New for 2014-2015			
CSU	NCAA Compliance Areas	Athletics	
CSU	OSP Cost Transfers	OVPR	Planning
CSU	Social Media	External Relations	
CSU	Admissions	VPEA	
CSU	Accounts Payable	B&FS	
CSU	Ag Experiment Station	VP Engagement	
CSU	Equine Reproduction Lab	CVMBBS/Provost	
CSU	Extension Field Offices	VP Engagement	
CSU	Center for Advising and Student Achievement	Student Affairs	
CSU	Continuous Auditing	Internal Audit	
CSU	Special Projects (all locations)		
CSUP	Athletics	President	
CSUP	Housing	Student Affairs	
CSUP	Cashier Operations	VPFA	

Item #3 Update on Higher Education Funding Model

17

- H14-1319 mandated the development of a new performance based funding model
- 52.5% of "Total" funding must go towards the College Opportunity Fund Stipends
- A 10% premium is added for each PELL eligible student
- The remaining funds must go towards roll and mission funding and performance based funding
- Project Infrastructure (June/July):
 - Establish DHE staff working team – bring on contractors
 - Create a Foundational Working Document that identifies data sources
 - Set up an Executive Advisory Group to oversee all work and advise CCHE.
 - The group is made up of 4 members of the General Assembly, 3 Presidents from higher education, a couple of CCHE members, and business members. Co-chaired by Lt. Governor Garcia and CEO of Kaiser Permanente
 - 3 subject matter expert teams established
 - Facilitation, Funding modeling, Cost Driver Analysis
 - Project officially "kicks off"
- August – December 2014
 - Vendors and Subject Matter Expert Teams accomplish work
- December 2014
 - First draft of new funding model developed and forwarded to the Joint Budget Committee
- Attached is a hand out showing how current funding splits out under the new model



CURRENT FUNDING LEVELS ILLUSTRATED, IF UNDER HB 1319 MANDATE

Definitions	Funding Components	Public Institutions of Higher Education	FY 14-15 Est. \$ <1>	FY 14-15 Est. % <1>
"Total State Appropriation"	COF Stipend: no less than 52.5% of Total State Appropriation	Adams State University Colorado Mesa University Western State Colorado University Metropolitan State College University Colorado State University System	\$295 M	49%
	Fee-for-service contracts: Role and Mission <i>(See separate detail)</i>	Fort Lewis College University of Colorado System Colorado School of Mines	\$181 M	30%
	Fee-for-service contracts: Performance Funding <i>(See separate detail)</i>	University of Northern Colorado Colorado Community College System		
*Specialty Education Programs	**Anschutz Medical Campus	University of Colorado System	\$56 M	9%
	**Veterinary Medicine Program State Forest Service Cooperation with the United States Experiment Station Colorado Cooperative Extension Service Colorado Water Institute	Colorado State University System	\$49 M	8%
*General Fund Direct Grant	**Local District Junior Colleges	Colorado Mountain College Aims Community College	\$14 M	2%
	**Area Vocational Schools	Delta-Montrose Technical College Emily Griffith Technical College Pickens Technical College	\$9 M	1%

* Funding change based on the total percentage change in the "Total State Appropriation" (TSA). \$ 604

** Funding change MAY be greater than the percent increase in the TSA or be less than the percent decrease in the TSA.

<1> Estimates are included to provide a proxy of operating funding amounts and percentages based on HB14-1319.

Based on overlaying components of HB14-1319 with FY 14-15 funding but IT IS NOT representative of actual, final, or true \$ amounts.

Item # 4
Campus/System
FY 2016 Budgets

FY16 Incremental E&G Budget - V.1.0
Colorado State University - Fort Collins

	<u>Scenario I</u>	<u>Scenario II</u>	<u>Scenario III</u>
New Resources	2%	4%	6%
Tuition			
Undergraduate			
Resident	\$ 2,608,000	\$ 5,218,000	\$ 7,823,000
Non-Resident	2,741,000	2,862,000	2,984,000
Undergraduate-Enrollment Growth (Net Discounts)			
Graduate			
Resident	416,000	416,000	416,000
Non-Resident	531,000	531,000	531,000
Professional Veterinary Medicine	607,615	607,615	607,615
Differential Tuition and Graduate Program Charges	-	-	-
Total Tuition	<u>6,903,615</u>	<u>9,634,615</u>	<u>12,361,615</u>
DCE On-Line Plus Revenue	-	-	-
Facilities and Administrative Overhead	-	-	-
State Funding Impact	14,000,000	11,000,000	8,000,000
	<u>\$ 20,903,615</u>	<u>\$ 20,634,615</u>	<u>\$ 20,361,615</u>
New Expenses			
Enrollment Growth Colleges - 1/2	\$ -	\$ -	\$ -
Enrollment Growth Provost - 1/6	-	-	-
Financial Aid/Scholarship Inflation	897,000	1,419,000	1,940,000
Academic Tuition Sharing (PVM)	470,902	470,902	470,902
Graduate School Tuition Pool for GTA/GRAs	322,000	322,000	322,000
Salaries and benefits (includes Adjuncts related to Enrollm	6,779,000	10,168,000	13,557,000
Faculty Promotions	670,000	670,000	670,000
Fringe Benefit Enhancement - DCP 1% increase	1,550,000	1,550,000	1,550,000
Other Mandatory Costs (utilities for new facilities and debt	1,900,000	1,900,000	1,900,000
Deployment of Differential Tuition and Graduate Program	-	-	-
Commitments/Quality Enhancements	6,000,000	6,000,000	6,000,000
Internal Reallocations	(5,200,000)	(2,600,000)	-
	<u>\$ 13,388,902</u>	<u>19,899,902</u>	<u>26,409,902</u>
Net	<u>\$ 7,514,713</u>	<u>\$ 734,713</u>	<u>\$ (6,048,287)</u>

Base Assumptions

Resident Undergraduate 2%; 4%; 6%

Non-Resident Undergraduate 3%

Resident Graduate 3% and Resident Professional Veterinary Medicine 3%

Non-Resident Graduate 3% and Non-Resident Professional Veterinary Medicine 3%

Salary Increases Faculty/AP/SC 2%; 3%; 4%

Internal Reallocations 2%; 1%; 0%

Fees around X%

Colorado Four-Year Institution Cost of Attendance, Academic Year 2014-15

Resident (Resident Tuition after COF applied)			
Institution	Tuition	Tuition & Fees	Cost of Attendance[#]
Colorado State University	\$7,868.20	\$9,896.84	\$20,384.84
Adams State University	\$5,160.00	\$8,014.72	\$15,814.72
Colorado School of Mines	\$11,832.00	\$13,960.06	\$24,444.06
CSU - Pueblo	\$5,188.00	\$6,796.00	\$15,812.00
Fort Lewis	\$5,544.00	\$7,252.00	\$17,598.00
Colorado Mesa University	\$5,449.20	\$6,099.60	\$14,805.60
Metropolitan State College†	\$4,972.80	\$6,070.02	\$15,070.02
University of Colorado, Boulder	\$9,048.00	\$10,970.86	\$23,780.86
U. of Colorado, Colo. Spgs.	\$6,168.00	\$7,300.40	\$17,690.40
U. of Colorado, Denver	\$7,008.00	\$8,093.34	\$19,233.34
Univ. of Northern Colorado*	\$5,824.00	\$7,476.16	\$18,036.16
Western State Colo University	\$5,539.20	\$7,874.20	\$16,924.20

Non-Resident			
Institution	Tuition	Tuition & Fees	Cost of Attendance[#]
Colorado State University	\$24,047.60	\$26,076.24	\$36,564.24
Adams State University	\$15,960.00	\$18,814.72	\$26,614.72
Colorado School of Mines	\$25,176.00	\$27,304.06	\$37,788.06
CSU - Pueblo	\$15,595.00	\$17,203.00	\$26,219.00
Fort Lewis	\$16,072.00	\$17,780.00	\$28,126.00
Colorado Mesa University	\$14,538.00	\$15,188.40	\$23,894.40
Metropolitan State College†	\$17,791.20	\$18,888.42	\$27,888.42
University of Colorado, Boulder	\$31,410.00	\$33,332.86	\$46,142.86
U. of Colorado, Colo. Spgs.	\$16,200.00	\$17,332.40	\$27,722.40
U. of Colorado, Denver	\$21,624.00	\$22,709.34	\$33,849.34
Univ. of Northern Colorado*	\$17,168.00	\$18,820.16	\$29,380.16
Western State Colo University	\$15,984.00	\$18,319.00	\$27,369.00

*UNC defines full-time tuition rate at 13 credit hours. All other tuition calculated at 12 credit hours

† Metro State is a commuter campus. Room and Board is represented by a private residential facility that also provides board options. The facility is linked on the Metro State website: ("The Regency" <http://www.msudenver.edu/contact/faq/housing/>)

[#]Cost of Attendance includes tuition, fees, room and board.

Colorado State University Peer Tuition & Fees, Cost of Attendance, Academic Year 2014-15

Resident			
Institution	Tuition	Tuition & Fees	Cost of Attendance
Colorado State University	\$7,868	\$9,897	\$20,385
Iowa State University	\$6,648	\$7,731	\$15,930
Kansas State University	\$6,578	\$7,390	\$15,500
Michigan State University	\$10,560	\$10,612	\$20,416
North Carolina State U.	\$6,038	\$8,296	\$18,326
Oklahoma State University	\$7,442	\$9,855	\$18,385
Oregon State University*	\$6,804	\$8,276	\$19,205
Purdue University	\$9,208	\$10,002	\$20,032
Texas A & M University		\$9,180	\$18,702
U.C. Davis*	\$11,220	\$13,896	\$28,622
University of Colorado	\$9,048	\$10,971	\$23,781
University of Illinois, Urbana	\$12,036	\$15,602	\$26,450
University of Tennessee	\$10,366	\$11,876	\$22,172
Virginia Tech	\$10,088	\$12,017	\$19,941
Washington State University	\$11,396	\$12,398	\$23,674

Non-Resident			
Institution	Tuition	Tuition & Fees	Cost of Attendance
Colorado State University	\$24,048	\$26,076	\$36,564
Iowa State University	\$19,534	\$20,617	\$28,816
Kansas State University	\$17,450	\$18,262	\$26,372
Michigan State University	\$27,972	\$28,024	\$37,828
North Carolina State U.	\$21,293	\$23,551	\$33,581
Oklahoma State University	\$20,027	\$22,440	\$30,970
Oregon State University*	\$22,068	\$23,540	\$34,469
Purdue University	\$28,010	\$28,804	\$38,834
Texas A & M University		\$26,356	\$35,878
U.C. Davis*	\$34,098	\$36,774	\$51,500
University of Colorado	\$31,410	\$33,333	\$46,143
University of Illinois, Urbana	\$26,662	\$30,228	\$41,076
University of Tennessee	\$28,556	\$30,066	\$40,622
Virginia Tech	\$25,515	\$27,444	\$35,972
Washington State University	\$24,478	\$25,480	\$36,756

*Quarter system tuition and fees - AY based on Autumn/Fall, Winter, Spring quarters.

Note: Texas A&M tuition and fees were unavailable individually. Also, University of Tennessee and Virginia Tech have additional out-of-state fees that were added in to the cost of attendance. Oklahoma State did not have new housing figures available; last year's in-situ.



DRAFT

FY16 Draft Incremental E&G Budget

Colorado State University-Pueblo

August 7-8, 2014

New Resources	\$ 1,162,300
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Tuition

Undergraduate Resident	1,402,905	
Graduate Resident	56,182	
Undergraduate Non-Resident	409,557	
Graduate Non-Resident	44,862	
Differential Tuition	<u>69,507</u>	
Subtotal		1,983,013

Other Funding Changes

Eliminate one-time funds	(820,713)	
State Funding Impact	<u>0</u>	
Subtotal		(820,713)

New Expenses	\$1,043,651
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New Expenses:

Salaries and Benefits	416,743	
Faculty Promotions	100,000	
Other Mandatory Costs (utilities, insurances, etc.)	250,000	
Increase to Student Aid	<u>276,908</u>	
Subtotal		1,043,651

Net	\$ 118,649
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Enrollment Assumption**Increase****0.75%****Base Tuition Assumptions****Increase**

Resident Undergraduate	6%
Non-Resident Undergraduate	6%
Resident Graduate	6%
Non-Resident Graduate	6%

Differential Tuition**Increase**

Undergraduate - All Programs	6%
Business	from \$26.50 to 28.09
Computer Information Systems	from \$26.50 to 28.09
Engineering	from \$26.50 to 28.09
Nursing	from \$26.50 to 28.09

Graduate

Business	from \$120 to \$127.20
Computer Information Systems	from \$120 to \$127.20
Engineering	from \$120 to \$127.20
Nursing	from \$120 to \$127.20

Fringe and COLA

Admin/Pro Fringe Increase from 29.96% to 30.56%
 Classified Fringe Increase from 33.81% to 34.49%
 Classified COLA increase of 3.5%

FY16 Incremental Education & General Budget | As of July 2014



New Resources

Tuition (net)

Undergraduate- Existing Students	\$4,149,011
Undergraduate- New Students	\$8,296,649
Graduate- Existing Students	\$1,024,753
Graduate- New Students	\$921,850
Total	\$14,392,263

New Expenses

Instruction and Student Services	\$7,751,286
Salaries and Benefits (Non-Faculty)	\$3,326,088
Facilities and Administrative Expenses	\$298,805
Total	\$11,376,179

Net

Total	\$3,016,084
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8,600

New student enrollment target

75%

Average annual retention rate

\$350/\$500

New student undergrad/grad
tuition rate per credit

85:15

Undergrad to grad ratio

2.75%

Percentage of gross tuition revenue for
bad debt estimate

FY16 Incremental Budget
Colorado State University System Office

New Resources

In-direct cost support from campuses	\$ 133,000.00
CSU transfer of funding for contracting services to OGC	<u>\$ 211,130.00</u>
Total	\$ 344,130.00

New Expenses

Salary increase/average 2.5%	\$ 108,000.00
Benefit cost increase	\$ 17,000.00
Operating/IT increase	\$ 8,000.00
Transfer back to OGC contracting review staff	<u>\$ 211,130.00</u>
Total	\$ 344,130.00

Item # 5

CSU-Pueblo Update

- MOU on loan to CSU-Pueblo
- Continuing Education tuition schedule
- Other comments and discussions



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU - Global Campus

Memorandum of Understanding for Financial Loan Provisions Provided by the Colorado State University System to be used for Faculty Buyouts at Colorado State University – Pueblo and FY 2014 Budget Deficit

This Memorandum of Understanding for a financial loan is by and between the Colorado State University System (hereinafter referred to as the "System") and Colorado State University-Pueblo ("CSU-Pueblo").

The purpose of this MOU is to document the financial arrangement between the System and Colorado State University – Pueblo to provide a loan from the System to support the buyout of faculty positions at Colorado State University – Pueblo in the amount of \$500,000 and to fund the FY 2014 budget deficit of \$820,713 for a total loan amount of \$1,320,713. This loan is made pursuant to the authority granted to the Chancellor by the Board Resolution of May 9, 2014, titled "Approval for a Loan to CSU-Pueblo in the amount of \$500,000" and the Board resolution of June 20, 2014, approving the CSU-Pueblo budget as amended.

Mutual Agreements:

1. The System has transferred from System identified resources to CSU-Pueblo the total of \$1,320,713.
2. The funds will be provided in the form of an interest free loan, repayable no later than the end of the fiscal year in 2018.

Chancellor

Date

President

Date

Colorado State University Pueblo
2014-2015 Academic Year
Extended Studies Tuition Rate Schedule

Face to Face Courses authorized by CCHE to receive COF funding:

BS/BA Degree Programs- Colorado Springs-Tower Location (Tuition reflects Board approved campus resident instruction tuition rates)

	<u>2013-2014</u>	<u>2014-2015</u>
Student Share	\$ 203.91	\$ 216.15
Colorado Opportunity Fund (COF Stipend)	\$ 64.00	\$ 75.00
Published per credit hour tuition rate	\$ 267.91	\$ 291.15

Extended Studies Cash Funded Programs. (Tuition for cash-funded programs may be reduced or discounted below the minimum rates based on market demand.)

Extended Studies proposes a six (6%) percent increase to cash-funded Extended Studies per credit hour tuition rates for the 2014-2015 academic year.

	Approved 2013-2014 Rate	Proposed Increase	Proposed 2014-2015 Rate
Independent Study	\$149.00	\$9.00*	\$158.00
Teacher Education, Full Cost Delivery	\$149.00	\$9.00*	\$158.00
Teacher Education, Shared Delivery	\$49.00	\$3.00*	\$52.00
Senior to Sophomore	\$49.00	\$3.00*	\$52.00
Professional Development Workshops	\$49.00	\$3.00*	\$52.00
Nursing RN to BSN Program Denver South	N/A	N/A	\$310.00

*Rate increases are rounded to the nearest whole dollar amount.

Continuing Education Unit Variable Rates:

Per Continuing Education Unit (CEU)	\$29.00 - \$49.00	3.00**	\$29.00 - \$52.00
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**The rate increase is 6% (rounded) on the highest amount that may be charged.

Board of Governors of the
 Colorado State University System
 Meeting Date: August 7-8, 2014
 Action Item

MATTERS FOR ACTION:

Approval of the FY2014-2015 tuition rate schedule for Extended Studies (formally known as Continuing Education) for Colorado State University-Pueblo.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the tuition rate schedule which reflects a 6% increase as listed in MATTERS FOR ACTION, for CSU-Pueblo.

EXPLANATION: Presented by Karl Spiecker, Vice President for Administration and Finance

This Action Item is necessary due to an oversight in the Action Item addressing the FY 2014-2015 E&G operating budget and incremental increases and expenditures requiring approval of all tuition, tuition differentials, fees, fee policies and manuals, room and board, dining and other rates and charges for CSU-Pueblo. At the June 14th, 2014 Board meeting, the board approved the FY 2014-2015 budget for CSU-Pueblo. Not included in that presentation was the request for a 6% increase in tuition in Extended Studies. Approval of the Extended Studies increase is consistent with the board's approval of the 6% increase in tuition for FY 2014-2015. Approval is consistent with past Board policies and is required by various statutes or policies of the Colorado Commission on Higher Education (CCHE).

 Approved

 Denied

 Secretary

 Date

Item # 6

Institutional Plan for Student Fees

- CSU and CSU-Pueblo must annually provide a plan on how student fees will be handled to CCHE
- This is required by statute and policy
- The attached plans are similar to last year's plans.
- The board must approve these plans by resolution

The Board of Governors of the Colorado State University System
 Meeting Date: August 7, 2014
 Action Item

MATTERS FOR ACTION:

CSU and CSU - Pueblo: Institutional Plan for Student Fees and Charges

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Institutional Plan for Student Fees and Charges for Fiscal Year 2014-15, as follows.

EXPLANATION:

Presented by Tony Frank, President and Rick Miranda, Executive Vice President/Provost, and Karl Spiecker of CSU-Pueblo.

The purpose of these plans are to provide information in accordance with C.R.S. §23-5-119.5 and CCHE Policy VI-C-3.01 requiring annual approval of an Institutional Student Fee Plan.

These documents are organized according to the statutory requirements and provides all required information regarding Student Fees currently being charged, and to be charged in FY2015, by Colorado State University and Colorado State University-Pueblo. CSU-Global Campus does not charge student fees and therefore no plan is necessary.

 Approved

 Denied

 Scott Johnson, Board Secretary

 Date

COLORADO STATE UNIVERSITY
FY2015 Institutional Plan for Student Fees and Charges

Introduction and Purpose:

The purpose of this plan is to provide information in accordance with C.R.S. § 23-5-119.5 and CCHE Policy VI-C-3.01 requiring annual approval of an Institutional Student Fee Plan.

1. Definitions:

As used in this plan, the following terms are defined as follows:

Academic Course: A program of instruction, including, but not limited to: academic, vocational, occupational, technical, music, and physical education courses.

Academic Facilities Construction: Capital construction, as defined in C.R.S. § 24-75-301, including remodeling and maintenance of physical facilities, buildings and site improvements, and utilities and transportation infrastructure, in or on an Academic Facility.

Academic Facility(ies): Academic Facilities, as defined in CDHE Policy §1.50, are those facilities that are core to the role and mission of the institution and may include, but are not limited to, space dedicated to instructional, student services, or administration. If a multipurpose building, the space determination shall be based on the primary usage of the space during the regular academic year. The determination of whether it is an academic facility or space shall be determined based on the function/purpose of the building or space.

Auxiliary Facility: As defined in C.R.S. 23-5-101.5 (2) (a), any student or faculty housing facility; student or faculty dining facility; recreational facility; student activities facility; child care facility; continuing education facility or activity; intercollegiate athletic facility or activity; health facility; alternative or renewable energy producing facility, including but not limited to, a solar, wind, biomass, geothermal, or hydroelectric facility; college store; or student or faculty parking facility; or any similar facility or activity that has been historically managed, and was accounted for in institutional financial statements prepared for fiscal year 1991-92, as a self-supporting facility or activity, including any additions to and any extensions or replacements of any such facility on any campus under the control of the governing board managing such facility. “Auxiliary facility” shall also mean any activity undertaken by the governing board of any state-supported institution of higher education as an eligible lender participant pursuant to parts 1 and 2 of article 3.1 of this title, as defined in C.R.S. 23-5-101.5(2)(a).

Board for Student Organization Funding (BSOF): A body whose primary purpose is to allocate a portion of the ASCSU Student Fee approved by the Board of Governors of the Colorado State University System to student organizations for educational and cultural programming and to

administer relevant provisions of Article VIII of the ASCSU Constitution. BSOF is governed by the BSOF Bylaws.

Charge for Service: A charge assessed to certain students to cover the costs of delivering specific services to those students. Charges for service are not mandatory for all students. Charges for service are, however, required for students who meet the criteria for which the charge is being assessed. These may include, but are not limited to: application fees, add/drop fees, fines and penalties, late fees, orientation fees, college technology charges and matriculation fees. Charges for service do not require legislative spending authority appropriation and do not require student approval.

Contractually-Based Fee: Any fee that is (a) required to satisfy any existing contractual obligations, or (b) related to bonds or other debt obligations issued or incurred prior to July 30, 1997. (Fees related to bonds issued on or after July 30, 1997 are *User Fees*).

Fee(s) or Student Fee(s): Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the university. Fees may be used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which the University Facility Fee is approved; intercollegiate and intramural athletics; student health services; technology and infrastructure for which the University Technology Fee is approved; mass transit; parking; Contractually-Based Fees (including bond payments for which Student Fees have been pledged). “Student Fee” excludes tuition, Special Course Fees, User Fees, and Charges for Services. Student Fees may be subject to certain waivers, exceptions or pro-rations.

Special Course Fee(s): Mandatory fees that a student must pay to enroll in a specific course (e.g., lab fees, music fees, art fees, materials fees, and telecourse fees). Revenue generated from Special Course Fees cannot be used to fund academic facilities construction. Special Course Fees are not Student Fees.

Student Fee Review Board (SFRB): A body comprised of student members and non-student, *ex officio* members that exists for purposes of providing efficient, equitable, and consistent review of Student Fees and the services for which Fees are assessed. SFRB makes recommendations to the Board of Governors regarding Fee proposals, new Fee-funded areas, and changes to existing Student Fees. SFRB is governed by the SFRB Bylaws.

University Facility Fee: A student fee approved by ASCSU Senate Bill 3540 (2005) to be used for capital improvements at CSU.

University Facility Fee Advisory Board (UFFAB): A body comprised of student members and non-student, *ex officio* members, that exists to provide guidance concerning the University

Facility Fee to the Vice President of University Operations (VPUO) and/or his or her designees regarding project proposals for allocations of the University Facility Fee, and to ensure that all allocations of the University Facility Fee will be used to provide new facilities and/or to improve current facilities that directly benefit the students of Colorado State University.

University Technology Fee: a Student Fee approved by ASCSU and the Board of Governors in 2003, to be used to enhance online student services, replace computers, and to build and maintain the physical improvements needed for computer infrastructure.

University Technology Fee Advisory Board (UTFAB): A body comprised of student members and non-student *ex officio* members to provide guidance and advice in the implementation and application of technology at Colorado State University; to review all allocation requests of the University Technology Fee; and to ensure that all allocations of the University Technology Fee will be used to provide technology that has the potential to benefit as many Colorado State University students as possible.

User Fee(s): A fee collected for purposes of paying any bonds or other debt obligations issued or incurred on or after July 1, 1997, on behalf of an auxiliary facility, from persons using the auxiliary facility, that includes the amount necessary for repayment of the bonds or other debt obligations and any amount necessary for the operation and maintenance of the auxiliary facility. User Fees do not require legislative spending authority appropriation and do not require student approval. Examples of User Fees include (but are not limited to) debt service associated with residence halls, and Fees paid by non-campus users for use of university facilities.

2. Types and purposes of Student Fees collected by the institution:

The institution collects Student Fees, User Fees, Special Course Fees, and Charges for Services, as defined above. Student Fees are used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which the Fee is approved; intercollegiate and intramural athletics; student health services; technology for which the University Technology Fee is approved; mass transit; parking; and Contractually-Based Fees (including bond payments for which Fees have been pledged).

3. Procedures for establishing, reviewing, changing and discontinuing Student Fees:

(a). The Student Fees to be assessed are approved annually by the Board of Governors of the Colorado State University System. The President of the University annually recommends to the Board of Governors the specific Fees and the allocation of Fee revenues, which may be approved, rejected or modified at the Board's discretion. In addition, although it does not restrict the President's discretion, the Bylaws of the Student Fee Review Board (SFRB) set forth the

processes by which meaningful student input on Student Fees is provided to the University administration before the President makes a recommendation to the Board of Governors. The budget assumptions on which to base the requests are set by the Operations Committee of the CSU President's Cabinet, consistent with the institution's annual budget process.

(b). Except for Contractually-Based Fees and/or to provide for mandatory cost increases, all new Student Fees, and all increases in existing Student Fees, shall be subject to the Bylaws of the SFRB. Mandatory costs comprise salaries and benefits, debt service, utilities and general and administrative Fees assigned by the University. All requests for new Student Fees, other than Contractually-Based Fees, shall be initiated through the established SFRB process. This process shall require the SFRB to make recommendations regarding Student Fees in accordance with the SFRB Bylaws and ASCSU Constitution.

(c). Each academic year, an SFRB member will be assigned as a liaison to one or more programs or activities funded by existing Student Fees. The SFRB liaison will work with the Director of the program or activity throughout the academic year to learn about the program and its budget and to review any proposed change or increase to the Fees supporting that program. The Director of the Fee-funded area and the assigned liaison will present the budget and all relevant information for the next fiscal year. The SFRB liaison for a Fee area may advise the SFRB, but shall not cast a vote on Fees for that area. University leadership may also present information to the SFRB regarding institutional priorities and goals. The SFRB shall review and consider all information presented, including student input/Feedback received by each SFRB member, following the specific processes and procedures detailed in the Bylaws of the SFRB. All recommendations for new Fee-funded areas shall be submitted to the SFRB in the form of a proposal as detailed in the SFRB Bylaws. The proposal shall demonstrate that the Fee request is student-sponsored, that sufficient student need for the Fee exists, and that the Fee will be allocated in partnership with a specific University department. Final approval of a new Student Fee rests with the Board of Governors.

(d). After the SFRB has reviewed the information presented by the liaisons, Directors, and University leadership, and evaluated any requests for new Fees, Fee increases or decreases, and Fee extensions, the SFRB forms recommendations and presents them to the ASCSU Senate. The Operations Committee of the President's Cabinet reviews the recommendation and forwards it to the President, who then forwards it to the Board of Governors for final action, along with any additional or different institutional recommendations. The CSU student representative to the Board of Governors attends the meeting at which the Board reviews and approves the Student Fees.

(e). The Board of Governors annually reviews and approves Student Fees. Its review and approval process includes any new Student Fees and increases in existing Fees. Notwithstanding any other provision in the Institutional Fee Plan, or any other governing procedure, rule, bylaw,

or policy, the Board of Governors shall provide to students at least thirty days advance notice of a new Fee assessment or Fee increase, which notice, at a minimum, specifies:

- (a) The amount of the new Fee or of the Fee increase;
- (b) The reason for the new Fee or Fee increase;
- (c) The purpose for which the institution will use the revenues received from the new Fee or Fee increase; and
- (d) Whether the new Fee or Fee increase is temporary or permanent and, if temporary, the expected date on which the new Fee or Fee increase will be discontinued.

A decision by the Board of Governors with regard to a Fee shall be final and incontestable either on the thirtieth day after final action by the Board of Governors or on the date on which any evidence of indebtedness or other obligation payable from the Fee revenues is issued or incurred by the Board, whichever is earlier.

4. Procedures by which students may contest the imposition or amount of a Fee and a process for resolving disputes regarding Fees:

The process described above includes direct, meaningful student input on all Fees. Students contest the imposition or amount of a Fee through the processes set forth in the SFRB Bylaws. A complaint resolution process is detailed in the ASCSU Constitution.

If a student wishes to lodge a complaint about a specific Student Fee (other than a Contractually-Based Fee), the student submits a complaint or request for a Fee waiver to the Vice President for Student Affairs, who may hear the appeal or appoint an appeal officer to hear the appeal and resolve the issues. The decision of the VPSA or appeal officer is final.

5. Plan for addressing reserve fund balances:

Fee-funded areas should maintain a fund balance between 10 and 20 percent of annual revenues, dependent upon contractual and other financial obligations. Auxiliary Fee-funded areas should maintain a similar fund balance along with separate reserves in support of the anticipated capital expenditures and facility master plan.

7/28/14

COLORADO STATE UNIVERSITY – PUEBLO Institutional Plan for Student Fees and Charges

1. INTRODUCTION AND DEFINITIONS

The purpose of this Institutional Plan is to provide information on how student fees are proposed, reviewed, approved and implemented at Colorado State University-Pueblo in an open and transparent manner and in accordance with CCHE Policy VI-C.

A. Definitions of Key Terms:

Fees: Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the University. Fees are identified as permanent student purpose and do not include items defined as Charges for Service or User Charges. Fees may be used for academic and non-academic purposes, including, but not limited to:

- Funding registered student organizations and student government
- Construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved
- Intercollegiate and intramural athletics
- Student health services
- Technology
- Mass transit
- Parking
- Bond payments for which fees have been pledged

Fees do not include Charges for Service, User Charges, and Program or Course fees as defined below.

Charges for Service: These are the assessments to cover the costs of delivering specific services which are incidental to instructional activities, including but not limited to:

- application charges
- add/drop charges
- fines and penalties
- transcript charges
- late charges
- testing charges,
- student identification card charges
- health center charges, and health insurance charges

Charges for Service do not include admissions to events or other such ancillary activities and are not fees as described above.

User Charges: These are assessments against students for the use of an auxiliary facility or service. A User Charge is assessed to only those students using the auxiliary facility or receiving the service. User Charges may include room and board charges and parking registration charges and are not fees as described above.

Program Instructional Fees: These are non-campus-wide fees related to an instructional program, but not to a specific course offering, and may include college specific fees or program specific fees, including program or college specific technology fees.

Course Specific Fees: These are non-campus-wide fees that a student may be assessed to enroll in specific courses (e.g., lab, music, art, and materials fees). Revenue from each Course Specific Fee is restricted for costs directly related to the associated course for which the fee is charged and each section of the associated course must be assessed the same Course Specific Fee.

Student Fee Governing Board: The Student Fee Governing Board (SFGB) is the body at Colorado State University-Pueblo responsible for recommending Permanent Student Purpose Fees, including the activities portion of the Student Affairs Fee. The SFGB shall also review requests for new, elimination of existing or changes in existing, campus-wide, Permanent Student Purpose Fees. The Interim Director of Auxiliary Services will serve as Interim Chair of the SFGB until the VP of Student Services and Enrollment Management appoints the Chair. The Associated Student Government (ASG) President shall appoint six students to serve on the Board. One faculty/staff member shall be appointed by each of the following: the Provost, the Vice President for Finance and Administration, and the Senior Student Services Officer for a total of three additional members. The six (6) student representatives and three (3) appointed representatives are voting members. The SFGB Chair, working with the SFGB, will maintain all records regarding allocations including, but not limited to, applications, justifications, and SFGB minutes for six years after the date of its recommendation.

2. FEE CATEGORIES

Every Fee is classified as to whether its scope is Campus-wide or Non-Campus-wide.

Campus-wide Fees: These are fees assessed to every (all) student at the University as a condition of enrollment, including but not limited to the mandatory fees identified as Permanent Student Purpose Fees.

Non-Campus-wide Fees: These are mandatory assessments to students which are not automatically imposed upon all students as a condition of enrollment, but are automatically assessed to students from a particular classification. These include, but are not limited to, program specific fees and course specific fees.

3. PURPOSE OF FEES

Fee Purpose: Fees at Colorado State University-Pueblo are identified 1) Permanent Student Purpose Fee, 2) an Academic Facilities Fee, 3) an Academic Purpose Fee, or 4) an Administrative Purpose Fee. If a particular fee serves several purposes it shall be categorized within the most dominant purpose. Fee purposes are defined as:

- Permanent Student Purpose Fees: Campus-wide fees assessed to all students which are allocated to specific student programs including student centers, recreation facilities, parking lots, intercollegiate athletics, recreation and outdoor programs, child care centers, campus health clinics, contract health services, student government, general student activities, which are allocated by student government for a specific purpose, and similar facilities and services. This category includes fees pledged to repay bonded indebtedness for student, auxiliary, and athletic facilities. Proposal and approval process for Permanent Student Purpose Fees is specified in Item No. 4.
- Academic Facility Purpose Fees: Campus-wide fees assessed to students and associated with the construction, acquisition, or remodel of academic facilities.
- Academic Purpose Fees: Campus-wide or non-campus-wide fees associated with instruction, technology, and/or academic courses, including program and course fees.
- Administrative Purpose Fees: Campus-wide or non-Campus-wide fees assessed to provide administrative and support services.

Charges for services and user charges are not fees.

4. PROPOSAL AND APPROVAL PROCESS

The proposal, review and approval of fees involve students in a significant way. Fee proposals or changes shall occur as agenda items at regularly scheduled meetings of the Board of Governors.

In all cases, when fees are reviewed, the review must conclude with a recommendation for or against the proposed fee.

Permanent Student Purpose Fee: The implementation of a new, elimination of an existing, or change of an existing fee, must be:

- Initiated by the proposing unit;
- Referred to the Chair of the Student Fee Governing Board (SFGB) as a proposal for their review and possible referral to the Associated Students' Government (ASG) Senate;
- If proposed by the SFGB to the ASG Senate in the form of a recommendation for review, then referred to the University President;
- Recommended by the President to the Board of Governors for their consideration; and
- Acted upon by the Board of Governors.

Academic Facilities Purpose Fees: Includes buildings and site improvements or specific space within a multi-use building, including utilities and transportation infrastructure. The determination of whether it is an academic facility or space is determined based on the function/purpose of the building or space. Academic Facilities are those facilities that are core to the role and mission of the University and may include, but not be limited to space dedicated to instruction, student services, or administration. If it is a multi-purpose building, the space determination is based on the primary use of the space during the regular academic year. A proposal for an Academic Facilities Purpose Fee is subject to the following:

- All other financing options have been exhausted before the fee request is presented to the SFGB; the SFGB, at its discretion, initiates a recommendation to the ASG Senate;
- All relevant information concerning the recommendation will be published in the ThunderWolves Howl, and both institutional representatives and student government representatives will hold at least three information sessions to present the issue to the student body;
- The institution and student government representatives will present all relevant information in a fair and balanced manner;
- The student government representative will serve on the University Facility Committee;
- A project to be funded with revenue from the Academic Facility Fee is subject to the procedures of the University Facility Committee.
-

If the above conditions are met, an Academic Facilities Purpose Fee will be approved by the process identified for campus-wide Permanent Student Purpose Fees above.

Academic Purpose Fees: A new Academic Purpose Fee is:

- Initiated by the proposing unit in coordination with the appropriate Dean and reviewed by the curriculum committee of the college/school/center;
- Reviewed by the Provost, the appropriate Dean, the Senior Student Services Officer, the two Academic Senators from the proposing unit's school or college, and the Vice President for Finance and Administration;
- Referred to the University President and the Senior Student Services Officer for possible discussion with the SFGB and/or the ASG Senate; and
- If approved by the President, submitted to the Board of Governors for consideration.

Administrative Purpose Fees:

There are no Administrative Purpose Fees in place at CSU-P. If, in the future, an Administrative Purpose Fee is proposed, the process will be as defined above for the Academic Purpose Fee.

Other Fees, Charges for Service, and User Charges:

Any new fee, Charge for Service, or User Charge not covered above must be (1) initiated by the proposing unit in coordination with the appropriate Dean or Director and consultation with ASG representatives; (2) reviewed by the Provost and the Vice President of Finance and Administration for possible referral to the University President; and (3) approved by the University President, which would then be submitted, if required, to the Board of Governors for consideration.

Proposals Referred to the ASG Senate:

Fee proposals referred to the ASG Senate as a recommendation must 1) be presented at an ASG Senate meeting, 2) clearly indicate the amount of the fee, the purpose of the fee, and indicate if the fee can be used as pledged revenue for financing activities and 3) be phrased in such a manner that an affirmative vote is for the fee proposal and a negative vote is against the fee proposal.

A recommendation, which receives a majority of favorable votes from among those voting on the proposal, shall be deemed as approved by the ASG Senate and sent to the President for consideration. No resolution for a fee increase that is defeated by a vote of the ASG Senate may be resubmitted to the ASG Senate for a vote until the next academic semester (summer excluded).

Normally, the President will only recommend a fee that requires action by the ASG to the Board of Governors if the fee was approved by the Associated Students' Government Senate. Exceptions are: 1) a recommendation is deemed necessary as a condition of a bonded indebtedness agreement, or 2) a recommendation is deemed critical to the institution's mission.

5. ADMINISTRATION OF FEES AND CHARGES

Budget Process for Fees and Charges:

Each fiscal year, date as scheduled in the Budget Development Calendar, the Budget Office will send out a list of fees and charges that are currently in use. The information is sent to each department. The calendar must provide for at least 30 days notice of any fee assessment or increase. The department will make recommendations as to whether the fees or charges should be continued, increased, decreased, or eliminated. The proposal and approval process is outlined above.

Publication of Fees: The posting of the approved fee schedule on the CSU-Pueblo website constitutes notice regarding the fees.

Assessment of Fees: Fees are assessed and collected through normal accounting procedures. No fees shall be paid directly to academic or non-academic departments or individuals unless specifically authorized. Fees may be prorated for part-time students only if stated in the proposal for the fee.

Itemization of Fees on Billing Statement: Fees are separately identified on the University's student billing statement.

Assessing General And Administrative Costs: Each fee shall be accounted for in the appropriate account for the type of activity associated with the fee. Fees associated with Enterprises or maintained in a separate fund shall be assessed the University's standard General and Administrative (indirect cost) assessment.

Fees related to Bond Issues or Specific University Sponsored Programs: Fees related to bond issues or specific University sponsored programs that are administered by University officials, will be allocated by the Vice President for Finance and Administration with the approval of the President prior to distribution of the Permanent Student Purpose Fee by the Student Fee Governing Board. Each of the specific University sponsored programs is to have an advisory group consisting of a student majority, all of whom shall be approved by the ASG, and shall include an ASG member and faculty/staff representative(s). The advisory group will be responsible for budget review and recommendations to the Vice President for Finance and Administration. If an advisory group is not functional due to unavailability of students, the Director of the specific University sponsored programs will submit the budget to the Vice President for Finance and Administration.

Viewpoint Neutral Criteria Related to Non-University Sponsored Programs and University Chartered Clubs and Organizations: Non-University sponsored programs and University chartered clubs and organizations must submit allocation requests to the Student Fee Governing Board (SFGB) for review. All decisions made by the SFGB are subject to approval by the Vice President for Finance and Administration and the President. The following viewpoint neutral criteria are to be used to determine the funding of the various programs/organizations:

- The program/organization provides a service or adds value to the University student community in relationship to the program's/organization's purpose;
- The program/organization has fixed expenses, such as staff, office expenses, equipment, etc.;
- The program/organization adheres to a planned budget and is accountable for its expenses and also demonstrates familiarity with applicable laws, including, but not limited to, those laws that apply to expenditures and use of state money;
- The program/organization presents a budget with adequate justification for the upcoming fiscal year;

Any further allocations of funds must also meet viewpoint neutral criteria.

6. COMPLAINT RESOLUTION PROCEDURE

Any student, who wishes to request a financial statement of a specific student fee account in which income and expenses are detailed, must make such a written request to the Vice President for Finance and Administration.

Appealing Recommendations made by the Student Fee Governing Board (SFGB) and/or the Associated Students' Government (ASG) Senate: Any affected individual or program/organization may appeal the allocation decision of the SFGB and/or ASG Senate to the Vice President for Finance and Administration. Any appeal of an allocation decision must be made in writing within five working days from the date of the letter notifying the individual/program/organization of the SFGB recommendation. Within five working days of receipt of the appeal, the Vice President for Finance and Administration, in consultation with a representative of the ASG, the Provost, and the Senior Student Services Officer, will issue a written decision regarding the appeal. The Vice President for Finance and Administration has the authority to void the decision made by the SFGB and/or ASG Senate and may remand it back to the appropriate body for re-consideration.

Appealing Individual Charges on a Student Account: Any student who is seeking a fee or charge waiver or has a complaint that fees or charges have been assessed against her/him inappropriately may file a written request for review with the University Controller. Such requests will be addressed through a Review Board comprised of the University Controller and two students appointed by the Associated Students Government. The recommendation of this Board will be forwarded to the Vice President of Finance and Administration who will make the final decision on any complaint or appeal.

7. SPECIAL CONSIDERATIONS FOR REFUNDS IN TIMES OF EMERGENCY

In times of emergency, certain students (e.g., those in reserve military units, individuals with specialized skills, or firefighters) are called to provide services to the country.

Normal refund, grading and withdrawal policies may not be applicable in this situation, and CSU-P procedures comply with CCHE Section VI, Part C, 2.03.

Item # 7

SEC Discussion

- Executive Session

Section

5

Real Estate/Facilities Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
August 7, 2014**

EXECUTIVE SESSION

OPEN SESSION

1. Easement: Prospect Plaza Bus Turnaround (to CSU) (Tony Frank) Action
2. Long Term Lease – 10 year Extension: 1 acre to USFS (Tony Frank) Action

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Action Item

MATTERS FOR ACTION:

Land: Acquisition of an easement for access and bus turnaround from the Colorado State University Research Foundation.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve acquisition of a non-exclusive permanent easement of approximately 7,813 square feet from the Colorado State University Research Foundation for installation and maintenance of a bus turnaround, connecting sidewalk and associated landscape improvements as generally shown on Exhibit A.

FURTHER MOVED, that the President of Colorado State University, in consultation with the Office of General Counsel, is hereby authorized to sign implementing contracts and other documents as may be necessary and appropriate to consummate the transaction.

EXPLANATION:

Presented by Dr. Tony Frank, President, Colorado State University.

As part of the University's new Around the Horn shuttle service, a location next to the Lake Street Parking Garage was identified as an appropriate location for a bus turnaround. During the design of the turnaround, it was determined additional land area was needed to accommodate the bus turning radius.

The Colorado State University Research Foundation (CSURF) owns the adjacent property which includes the Prospect Plaza Apartment complex. CSURF's Board of

Colorado State University - Land: Acquisition of Easement for Bus Turnaround

Board of Governors of the Colorado State University System

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Trustees approved granting an easement across the adjacent property to the University to accommodate the additional area needed for the bus turnaround as well as the connecting sidewalk.

The value of the easement area is estimated at \$125,000. However, as the improvements enhance both the University and CSURF properties and will be an amenity to the students housed at the apartment complex, CSURF will grant the easement at no cost to the University. The University will be responsible for the design and installation costs for the turnaround, sidewalk and landscape improvements, restriping the Prospect Plaza parking lot as necessary, and maintaining the improvements.

A formal easement protects the long term interests of the University.

Approved

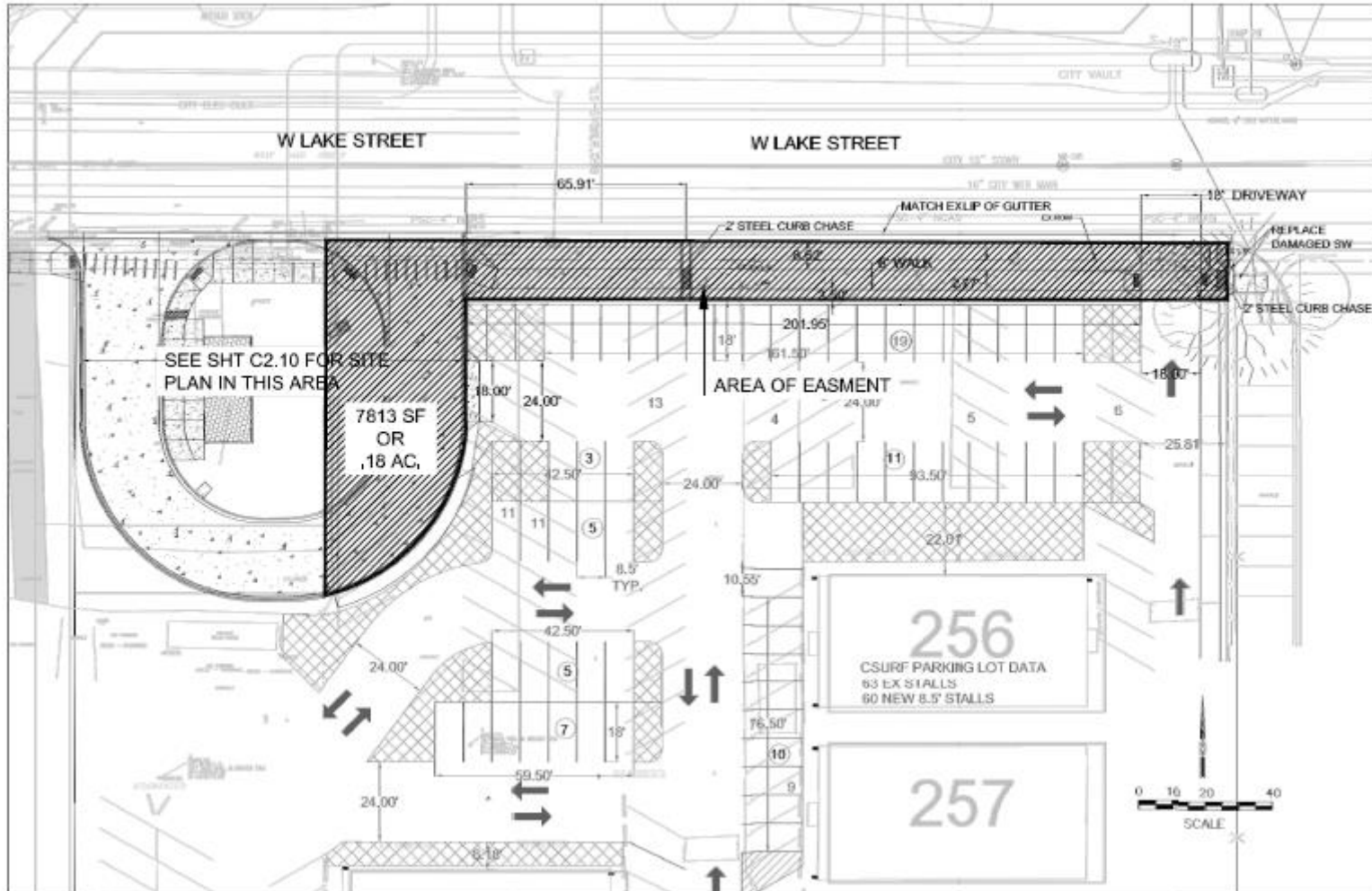
Denied

Board Secretary

Date

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Action Item

EXHIBIT A



Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Action Item

MATTERS FOR ACTION:

Real Property: Land lease extension with the United States Forest Service.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve a 10-year extension of the land lease with the United States Forest Service for .9914 acres on the Colorado State University Main Campus.

FURTHER MOVED, that the President of Colorado State University is hereby authorized to sign implementing contracts and other documents necessary and appropriate to consummate the transaction with modifications made in consultation with General Counsel.

EXPLANATION:

Presented by Dr. Tony Frank, President.

The University wishes to extend, at market rate, the land lease with the United States Forest Service (USFS) on .9914 acres of property along Lake Street. (Please see attached Exhibit A.)

In 2008 the Board approved a short-term Lease Extension to the United States Forest Service to allow time for the USFS to complete their expansion project on the adjacent Long-term Lease site. In 2012 USFS representatives requested a further extension of the Lease Extension through June 30, 2063 to match the term of the adjacent Long Term Lease.

At the February 2013 Board Meeting, the Board considered the request but supported offering a 10-year extension only, with a termination date of September
Land Lease Extension with the United States Forest Service

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
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30, 2025 and conditioned upon the Lease Extension terms being again forwarded to the Board for final approval. After more than a year of consideration and investigation, the USFS has agreed to the offered 10 year extension.

The Lease Extension is at a base lease rate of \$64,500/year subject to annual CPI adjustments with additional provisions for payment to the University for Police and Environmental Health Services provided to the site.

Approved

Denied

Board Secretary

Date

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EXHIBIT A

Map of Lease Extension



Land Lease Extension with the United States Forest Service

Section

6

Academic and Student Affairs Committee

BOARD OF GOVERNORS OF THE
 COLORADO STATE UNIVERSITY SYSTEM
 ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
 August 7, 2014

Committee Chair: Mark Gustafson

Committee Vice Chair: Jane Robbe Rhodes

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University – Global Campus (*action*)

- Bachelor of Science in Computer Sciences

II. Miscellaneous Items

Colorado State University System

- Policy 314: Approval of Degree Candidates (*action*)
- Approval of Degree Candidates for Academic Year 2014-15 (*consent*)

Colorado State University

- Approval of Special Academic Unit – School of Global Environmental Sustainability (*action*)
- Approval of Special Academic Unit – LEAP Institute for the Arts (*action*)
- Posthumous Degree (*consent*)
- Program Review Schedule (*consent*)
- Faculty Manual Change – Appendix 1 (*consent*)
- Faculty Manual Change – Appendix 3 (*consent*)
- Faculty Manual Change – Sections B.2.6.2 and B.2.6.5 (*consent*)
- Faculty Manual Change – Section C.2.1 (*consent*)
- Faculty Manual Change – Section D.2.1, D.5.3 and D.7 (*consent*)
- Faculty Manual Change – Section F (*consent*)
- Faculty Manual Change – Sections G.1, G.4, and G.5 (*consent*)

Colorado State University - Pueblo

- Excellence in Undergraduate Teaching Award
- AY 2014-15 Program Review Schedule (*consent*)

III. Campus Reports

Colorado State University

- Faculty Activity Report

Colorado State University - Pueblo

- Faculty Activity Report

Colorado State University – Global Campus

- Faculty Activity Report

Board of Governors of the Colorado State University System
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MATTERS FOR ACTION:

Bachelor of Science in Computer Science

RECOMMENDED ACTION:

Moved, that the Board of Governors approve the request from Colorado State University-Global Campus to approve the B.S. in Computer Science

EXPLANATION:

Presented by Dr. Jon Bellum, Provost & Senior Vice President

Colorado State University-Global Campus (CSU-Global) is proposing a Bachelor of Science in Computer Science (BSBC) program. The BSBC undergraduate degree is designed to provide students with a working knowledge of the various elements of Computer Science including computing technology and mathematics. Students learn to develop technical solutions for complex organizational problems with a strong emphasis on system analysis and design. Students will be prepared for fields such as computer programming, software engineering, and computers systems analysis.

Overall growth for this field is considered faster than average by the U.S. Bureau of Labor Statistics. CSU-Global is prepared to meet this demand with a bachelor's degree completion program with a program comprised of 36 core semester hours of credit with 12 additional required course credits for a total of 48 credits.

 Approved

 Denied

 Board Secretary

 Date

Board of Governors of the Colorado State University System

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Program Title: Bachelor of Science in Computer Science

Degree Type: Undergraduate

STEM: Yes (ICE)

Recommended CIP Code: 11.0701

Overview of Program:

Colorado State University-Global Campus (CSU-Global) is proposing a Bachelor of Science in Computer Science (BSBC) program. The BSBC undergraduate degree is designed to provide students with a working knowledge of the various elements of Computer Science including computing technology and mathematics. Students learn to develop technical solutions for complex organizational problems with a strong emphasis on system analysis and design. Students will be prepared for fields such as computer programming, software engineering, and computers systems analysis.

Overall growth for this field is considered faster than average by the U.S. Bureau of Labor Statistics. CSU-Global is prepared to meet this demand with a bachelor's degree completion program with a program comprised of 36 core semester hours of credit with 12 additional required course credits for a total of 48 credits.

Mission Appropriateness:

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU-Global's ability to provide a Bachelor of Science in Computer Science will allow it to continue its affordable cost, accessibility, and high quality market positioning and benefit adult students in Colorado and beyond. These students appreciate the online program format which allows them the flexibility to manage their personal and professional commitments while earning a quality degree. As a public online university, CSU-Global provides adult learners with the ideal alternative to current institutions offering computer science programs.

Rationale for a B.S. in Computer Science Degree for Adult Learners

The demand for Software Developers and Programmers will increase by more than 22% from 2012 to 2020 with over 222,600 new jobs (BLS, 2014). The demand for Computer Systems Analysts will grow by 25% during the same timeframe with 127,700 new jobs created. According to the Bureau of Labor Statistics, Software Developers typically have a bachelor's degree in computer science with strong programming skills.

CSU-Global is committed to providing adult, non-traditional students with the opportunity to enter this market through the B.S. in Computer Science. Many prospective candidates are already working in the field at businesses like EchoStar, where advancement in their software engineering department is dependent on having a bachelor's degree in computer science.

Industry demand for the Bachelor of Science in Computer Science program has been evaluated through CSU-Global's contracted market research and through industry career growth projections. Demand projections and market research for positions aligned with this field are listed below:

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- Jobs for Software Developers are expected to grow by 22% (faster than average) from 2012-2022 with over 222,600 new jobs and an average salary of \$93,350 (BLS 2014)
- Jobs for Computer Systems Analysts are expected to grow by 25% (faster than average) from 2012-2022 with over 127,700 new jobs and an average salary of \$79,680 (BLS 2014)
- Jobs for Information Security Analysts are expected to grow by 37% (faster than average) from 2012-2022 with over 27,400 new jobs and an average salary of \$86,170 (BLS 2014)

One of the fastest growing routes toward a job in software development is the growth of “coding bootcamps,” which are intense, short-term courses. These bootcamps are offered by non-accredited organizations, and are designed to provide adults with specific programming skills necessary to enter the marketplace, typically in e-commerce and mobile applications. These programs typically last for 10-18 weeks and range in cost from \$10,000 to \$20,000.

Some of these bootcamps include:

- Dev Boot Camp - <http://devbootcamp.com/>
- FlatIron School - <http://flatironschool.com/>
- HackReactor - <http://www.hackreactor.com/>
- Launch Academy - <http://www.launchacademy.com/>
- Maker Square - <http://www.themakersquare.com/>

The goal of the CSU-Global’s B.S. in Computer Science is to provide adult, non-traditional students with access to an Association for Computing Machinery and IEEE Computer Society (ACM/IEEE) aligned curriculum. The program ties these industry-accepted standards to hands-on learning to provide a more robust experience at a lower cost than for-profit and private providers of computer science programs.

In 2012-2013, Colorado public four-year institutions awarded 197 graduates with a degree in computer science.

College	2011	2012	2013	Total
Colorado Mesa University	0	14	15	29
Colorado School of Mines	8	8	8*	24
Colorado State University in Fort Collins	61	42	62	165
Fort Lewis College	13	11	0	24
Metropolitan State University of Denver	27	21	14	62
University of Colorado Boulder	56	47	57	160
University of Colorado Colorado Springs	10	30	26	66
University of Colorado Denver	15	22	15	52
Total	190	195	197	582

*estimated

To meet job growth projections within the technology sector, Colorado will need at least 8,007 more software developers by 2022, not including retirements from the field. If all public institutions were able

CSU-Global Campus Action
Approval of New Degree Program

Board of Governors of the Colorado State University System

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to continue graduating at least 197 students, Colorado would still be at a deficit of 6,037 qualified professionals. The estimation for new job placements, which includes attrition, is 1,023 a year. If all graduates stayed in Colorado, that is a deficit of 826 positions per year or 8,260 positions over 10 years (Colorado Department of Labor, LMI Gateway).

Table 2: Job openings in the State of Colorado

Occupation	2012 Estimated Employment	2022 Projected Employment	2012-2022 Annual Percentage Growth	Estimated Annual Openings
Software Developers, Applications	21,347	29,354	3.2	1,023

In addition to helping prepare qualified graduates for roles as software developers, CSU-Global will seek to replicate current student demographics in the B.S. in Computer Science including representation from 25% minority students and 50% female.

In addition to the overall growth of software development, CSU-Global is working with EchoStar and Arapahoe Community College to develop a pathway for programmers that have completed an associate's degree in computer science with a pathway to complete a bachelor's degree (see Appendix A).

Evidence of Student Demand:

Student demand for the Bachelor of Science in Computer Science degree can in part be demonstrated through the 1,165 undergraduate students currently enrolled in the Information Technology program at CSU-Global. Though the IT program has a different scope, it demonstrates the demand for skills that will help students get jobs in the technology sector. Also, over eleven percent of students who take ITS320 Basic Programming do so for elective credit as knowledge in computer programming is deemed as valuable.

CSU System Positioning:

Within the CSU System, there are no online computer science programs though CSU in Fort Collins offers a Bachelor of Science in Computer Science on campus. CSU-Pueblo does not offer a degree in computer science.

State Positioning:

There is currently not another online B.S. in Computer Science degree offered by a public institution in Colorado. Additionally, the B.S. in Computer Science program at CSU-Global Campus will address an area currently being fulfilled by out-of-state or proprietary online institutions at a substantially higher cost.

Student Population in Five Years and Profile:

Table 3: Enrollment Projections – B.S. in Computer Science						
	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Student Headcount	50	100	172	244	364	930

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FTE	30	60	103	146	218	557
Graduates	0	0	20	40	70	175

CSU-Global's Undergraduate Admissions Requirements:

Applicants interested in pursuing a degree or certificate of completion at CSU-Global Campus must submit an application and pay the required application fee to be considered for admission. Applicants must also submit official transcripts from each postsecondary institution attended.

An offer of admission may be granted to applicants who have earned an Associate of Arts or an Associate of Science degree from a regionally accredited college or university OR to high school graduates (or GED equivalent) who have completed more than 12 transferable semester hours of credit from a regionally accredited college or university. Students with less than 30 semester hours of credit will be required to complete general education coursework before starting their major program.

After admission and receipt of official transcripts, evaluations of transferable credit will be completed. Each applicant must disclose all previous college experience on his or her application or be subject to delay of admission, loss of credit, rejection of application, and/or cancellation of enrollment. Colorado law requires an assessment of college-level and high school performance for applicants who graduated from high school (or equivalent) after Spring 2008 or have fewer than 30 transferable semester hours of credit at the time of application. High School transcripts may be required.

Curriculum and Program Outcomes:

Program Overview - Colorado State University Global Campus Bachelor of Science in Computer Science Program (BSCS) provides students with a firm foundation of computing, mathematics, and many other skills required for today's technology careers. The BSCS program places an emphasis on computing and system development allowing students to benefit from the growing demand for professionals that demonstrate a strong proficiency in system analysis and design.

Program Learning Outcomes:

- Students completing the Bachelor of Science in Computer Science degree from CSU-Global will:
- Demonstrate technical knowledge, skills, and abilities in various computing technologies.
- Apply effective and efficient technological solutions to issues in a complex enterprise.
- Demonstrate the ability to use analytical skills to assess and solve problems with computing methods.
- Evaluate organizational issues and propose solutions that utilize one or more software development methods to meet organizational needs.
- Demonstrate the ability to comprehend the software development process including but is not limited to software design, implementation, integration, documentation, software assurance modeling, and software testing.
- Demonstrate the ability to communicate technical solutions to a non-technical audience
- Analyze the various roles of computing technology in a given organization and propose software based solutions to streamline operations.
- Demonstrate knowledge in integrated development for security adherence.

For a complete review of the alignment with the ACM/IEEE 2013 standards, see Appendix A.

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Prerequisite & Foundation Coursework

The prerequisite and foundation will be required for students who do not have equivalent courses; the requirements can be waived if the student has a similar 100/200 level course taken within the past 10 years.

MTH122 Pre-Calculus (3 credit hours)

This course examines the concepts and techniques of college algebra and their uses in solving problems that arise in real world examples. Students learn to solve polynomial, exponential, and logarithmic equations and gain the ability to apply these functions to practical mathematics, science, computer, and business problems. Additional topics include graphing, sequences and series permutations and combinations, the binomial theorem, and theory of equations.

MTH201 Calculus I (3 credit hours)

This course provides an introduction to single variable calculus useful in science, engineering, economics, and computer science courses. Students in this course learn about derivatives and integrals of polynomial, trigonometric, exponential, and logarithmic functions including limits, their application, and substitution method of integration and related theorems. Students gain the ability to apply these advanced concepts to problem solving and real world applications.

CSC300 Computer Science Fundamentals (3 credit hours)

An introduction to computer science fundamentals, which includes: the ability to identify problem-solving methods; algorithm analysis and strategy; exploration of computer systems functional components; exploration of the interrelationships between varying computer science concepts; an overview of information management and information assurance and security. Students get the foundational knowledge of computer science concepts that will be utilized throughout the course of study. [Foundation course]

Course Learning Outcomes:

1. Algorithms and Complexity: Explain basic algorithm strategies and analysis techniques as they apply to fundamental data structures, computational theories and complexities.
2. Architecture and Organization: Explain computer systems functional components to include characteristics; performance, interactions and how to harness parallelism to sustain system performance.
3. Computational Science: Explain how the following computer science concepts are interrelated: program construction; algorithm design; program testing; data representations; and basic computer architectures.
4. Information Assurance and Security: Explain foundational concepts of information security as they relate to balancing key security properties: confidentiality, integrity and availability.
5. Information Management: Describe how information is captured, stored, transformed and represented so humans can gain access and make decisions with that data and information.

See Appendix B - Table 2. Course Outcome Mapping: CSC300 Computer Science Fundamentals

CSC301 Introduction to Computer Programming (3 credit hours)

This course provides students with a broad view of principles and theories of computer programming.

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This course also provides students an introduction to information management methods and techniques used to solve fundamental computer programming problems. In addition, students learn the relationship between operating system drivers and programming concepts. Students will also be exposed to software engineering methods, processes and techniques used to build software systems using fundamental software development methods and tools. [Foundation course]

Course Learning Outcomes:

1. Information Management: Recommend information management methods and techniques that are appropriate to solve a given fundamental programming problem.
2. Operating Systems: Explain the relationship between drivers in an operating system and basic programming.
3. Programming Languages: Explain the principles underlying how programming language features are defined, and how computer programs are composed and implemented.
4. Software Development Fundamentals: Explain fundamental software development concepts including simple design and analysis of algorithms; programming concepts and data structures; and basic software development methods and tools.
5. Software Engineering: Explain how software engineers use methods, processes, techniques and measurements to effectively build software systems that satisfy the requirements of stakeholders.

See Appendix B - Table 3. Course Outcome Mapping: CSC301 Introduction to Computer Programming

CSC305 Introduction Algorithms (3 credit hours)

This course is a comprehensive introduction to computer algorithms focusing on the analysis of various algorithms for overall efficiency. Students will be introduced to foundational algorithms and data structures for solving problems. Additionally, students will apply the use of algorithms to study a computer systems functional components, characterizes, and performance and how all of those aspects of a computer system are interrelated. [Foundation course]

Course Learning Outcomes:

1. Algorithms: Design, implement, and analyze algorithms for solving problems
2. Algorithms: Design, implement, and analyze data structures for solving problems
3. Architecture and Organization: Recommend a technology solution that highlights a computer system's functional components, their characteristics, performance, and interactions to solve a business problem.

See Appendix B - Table 4. Course Outcome Mapping: CSC305 Introduction Algorithms

Computer Science Core (36 credit hours)

Foundation and prerequisite courses must be completed prior to starting the Computer Science Core.

ORG300 Applying Leadership Principles (3 credit hours)

This required first course for all majors (undergraduate level) provides an overview of leadership basics. In the context of studying at CSU-Global Campus, students will develop strategies for success in the online learning environment.

Course Learning Outcomes:

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1. Describe leadership problems, the various perspectives on those problems, and the range of possible solutions.
2. Apply knowledge of a particular major or discipline to pressing contemporary leadership problems.
3. Create empowering environments by inspiring others, building coalitions, and developing a shared vision.
4. Integrate leadership and critical thinking skills through completion of a final project.
5. Analyze and solve problems using strategic thinking, planning, communication, and writing skills in a practical, applied setting.
6. Enhance problem-solution techniques while finding, selecting and implementing answers to issues or problems in the community.
7. Develop critical thinking, research, and presentation skills to effectively communicate to a critical audience.
8. Demonstrate the ability to follow-through on commitments to issues.
9. Accept responsibility for the consequences of actions for others and society.

CSC310 Operating Systems and Architecture (3 credit hours)

This course provides an overview operating systems and system architecture. This course includes topics related to I/O systems, files systems, storage, loading, security, and memory allocation. This course will explore different operating systems giving students exposure to multiple OS platforms. Students will also learn the differences between kernel mode and user mode as they relate to designing and implementing operating systems.

Course Learning Outcomes:

1. Architecture & Organization: Explain how the knowledge of computer architecture can assist in the development of programs that can achieve high performance through an awareness of parallelism and latency
2. Operating Systems: Describe the differences between the kernel and user mode in developing key approaches to operating system design and implementation.
3. Operating Systems: Describe the interrelationships between: I/O systems, file systems, storage, loading, security, and memory allocation in different operating system environments.

See Appendix B - Table 5. Course Outcome Mapping: CSC310 Operating Systems and Architecture

CSC320 Programming I (3 credit hours)

This course provides an introduction to computer programming guiding students in techniques for using different object-oriented programming models to design and test software for solving business problems. Students will also develop and utilize algorithms and effectively use software engineering topics and concepts such as data types, loops, and other decision structures to solve business problems. Course contains immersive lab environments that provide students the opportunity to learn software development using appropriate software development tools. Labs also provide students rich formative feedback in relation to programming projects. Prerequisite: CSC310

Course Learning Outcomes:

1. Programming Languages: Compare and contrast the programming models underlying the Java programming language and make informed design choices in languages supporting multiple complementary approaches to solve business problems.

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2. Software Development Fundamentals: Design and analyze fundamental algorithms, select appropriate paradigms, and utilize modern introductory development and testing tools to develop software to solve business problems.
3. Software Engineering: Select and apply appropriate software engineering topics and concepts to solve a given business problem.

See Appendix B - Table 6. Course Outcome Mapping: CSC320 Programming I

MIS350 Information Systems Analysis and Design (3 credit hours)

Students will design and develop systems using conceptual and physical data models to solve problems, integrate disparate systems, and improve system efficiencies using industry standards. Students will apply AI and software engineering approaches and practices as they develop systems solutions. Students will apply social, ethical, legal and professional practices to systems solutions to ensure integrity and minimal impact on the business environment. Prerequisite: CSC300

Course Learning Outcomes:

1. Information Management: Develop conceptual and physical data models, using the most appropriate methods and techniques for a given problem
2. Intelligent Systems: Determine when an AI approach is appropriate for a given problem
3. Networking and Communications: Understand how the networks behave and the key principles behind the organization and operation of the networks.
4. Software Engineering: Diagram how software engineering encompasses all phases of the lifecycle of a software system, including requirements elicitation, analysis and specification; design; construction; verification and validation; deployment; and operation and maintenance
5. Social Issues and Professional Practice: Explain how social, ethical, legal and professional issues impact the larger societal context of computing.

See Appendix B - Table 16. Course Mappings for MIS350 Information Systems Analysis and Design

MTH325 Discrete Mathematics (3 credit hours)

This course provides an introduction to abstract and systematic thinking needed for sound mathematical reasoning used within computer science. It introduces mathematical concepts that include: set theory, combinatorics, logic, relations and functions, recursion, graph theory and trees and Boolean algebra, with an emphasis on applications and algorithms in computer science. Prerequisites: MTH125

Course Learning Outcomes:

1. Sets, Relations and Functions: Discuss and use set theory techniques.
2. Discrete Probability: Solve problems in combinatorics.
3. Basic Logic: Apply and interpret logic within computer science areas.
4. Sets, Relations and Functions: Perform various operations with relations and functions.
5. Basic Counting: Describe and solve recurrence relations.
6. Graphs and Trees: Explain concepts and construct graphs and trees.
7. Proof Techniques: Prove and solve problems in Boolean algebra.
8. Graphs and Trees: Apply algorithms to solve applications in computer science.

See Appendix B - Table 7. Course Outcome Mapping: MTH325 Discrete Math

CSC375 Programming II (3 credit hours)

This course provides students with the skills needed to become a java object-oriented programmer.

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Students will learn to program applications using discrete structures and developing programs that access and update stored information from local databases and servers. Students will also learn the underlying features and use of programming language translation and static program analysis including run-time components such as memory management in different operating system environments. Prerequisite: CSC320 & MIS407

Course Learning Outcomes:

1. Discrete Structures: Use appropriate discrete structures to solve programming problems.
2. Information Management: Develop conceptual models to access and update stored information.
3. Operating Systems: Understand I/O systems, file systems, storage, loading, security, and memory allocation.
4. Programming Languages: Use programming language translation and static program analysis including run-time components such as memory management in different operating system environments

See Appendix B - Table 8. Course Outcome Mapping: CSC375 Programming II

CSC400 Data Structures and Algorithms (3 credit hours)

This course provides an overview of data structures including arrays, lists, trees, graphs, hashes, and files. Students will apply techniques to analyze algorithms and to compare data structures. Prerequisite: CSC375

Course Learning Outcomes:

1. Algorithms and Complexity: Design, implement, and analyze algorithms for solving problems using Java.
2. Architecture and Organization: Articulate that there are many equivalent representations of computer functionality, including logical expressions and gates, and be able to use mathematical expressions to describe the functions of simple combinational and sequential circuits.
3. Discrete Structures: Apply appropriate discrete structures to construct software to solve business problems.
4. Software Development Fundamentals: Design and analyze algorithms, selecting appropriate discrete structure paradigms to develop software solutions to a business problem.

See Appendix B - Table 9. Course Outcome Mapping: CSC400 Data Structures and Algorithms

CSC410 Graphics and Visualization (3 credit hours)

In this course, students will develop foundational computer graphics and visualizations. Students will learn about a variety of concepts such as rendering, foundational modeling, geometric modeling, and computer animation to construct simple organic forms. Students will use appropriate modeling approaches with respect to space, time complexity and quality of images as they construct graphics, visualizations and animations. Prerequisite CSC375

Course Learning Outcomes:

1. Fundamentals: Identify and explain common uses of digital presentation to humans including how images can be represented by pixels.
2. Rendering: Develop foundational visualizations.
3. Modeling: Contrast modeling approaches with respect to space and time complexity and quality of image

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4. Animation: Use common animation software to construct simple organic forms
5. HCI Foundations: Describe by human-centered software development is important and conduct a simple usability test
6. Designing Interaction: Create a simple application that supports a graphical user interface

See Appendix B - Table 14. Course Outcome Mapping: CSC410 Graphics and Visualization

CSC450 Programming III (3 credit hours)

This course places a heavy emphasis on students' ability to develop secure and functional computer programs using either Java or C++ programming languages. Students will use programming knowledge to complete programming projects based on real world scenarios that reflect problems in most organizations. Additionally, students will check the security posture of the code by performing checks during development that will be documented and mitigated. Students will be covering topics and concepts such as ensuring security and functionality of computer programs. Prerequisite: CSC375

Course Learning Outcomes:

1. Discrete Structures: Develop computer programs using advanced discrete structure concepts that solve business problems.
2. Information Management: Integrate an appropriate information management strategy that addresses relevant design concerns including scalability; accessibility and usability into a computer programming solution that solves a business problem.
3. Operating Systems: Write software programs that manage resources securely in different operating system environments.
4. Programming Languages: Develop computer programs effectively using different programming languages and programming constructs to solve business problems.

See Appendix B - Table 10. Course Outcome Mapping: CSC450 Programming III

CSC475 Software Engineering (3 credit hours)

This course teaches students software assurance best practices and methodologies to protect and defend information and information systems. Students will also learn software integration and testing techniques including black and white box, regression, and unit testing as well as inspection and debugging software in order to maximize value in a business environment. Students will also be exposed to the Software Development Life Cycle (SDLC) which includes requirements analysis; logic design (UML); physical design, and system maintenance. Prerequisite: CSC450

Course Learning Outcomes:

1. Information security and assurance: Recommend software assurance strategies to protect and defend information and information systems ensuring confidentiality, integrity, and availability.
2. Software Engineering: Select and apply appropriate software integration and testing techniques and practices to a given development effort in order to maximize value for a given scenario.

See Appendix B - Table 12. Course Outcome Mapping: CSC475 Software Engineering

CSC475 Platform Based Development (3 credit hours)

In this course, students demonstrate a firm understanding of development concepts in multiple environments by designing simple web and mobile applications. Students will analyze specific programming requirements for multiple platforms including: web platforms, mobile platforms, industrial platforms, game platforms, and tactical platforms. Prerequisite: CSC450

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Course Learning Outcomes:

1. Introduction: Compare and contrast different platform-based development environments.
2. Web/Mobile: Design and implement a simple web and mobile application.
3. Web/Mobile/Industrial/Game: Analyze specific programming language requirements for multiple platforms.

See Appendix B - Table 15. Course Outcome Mapping: CSC475 Platform Based Development

CSC480 Computer Science Capstone - Design Lab (3 credit hours)

This capstone course requires students to apply programming concepts to develop functional and practical programs to address complex problems similar to those that organizations face in the workplace today.

The project will include implementation of a software solution designed from an algorithm that follows a project plan and requirements specification that incorporates correct data types; data structures and debugging and testing strategies. Students will use their choice of development platforms (ex. Java or C++) and the integration of external data from a local or server based data storage system. Prerequisite: All Major Core coursework and Additional Required Courses.

Course Learning Outcomes:

1. Programming Languages: Develop a software solution that uses appropriate software techniques and methods to solve a real world problem.
2. Software Development Fundamentals: Implement a software solution designed from an algorithm that incorporates correct data types; data structures and debugging and testing strategies.
3. Software Engineering: Following a project plan and requirements specification to implement a software solution that includes testing and reliability of the final solution.

See Appendix B - Table 13. Course Outcome Mapping: CSC480 Computer Science Capstone - Design Lab

Additional Required Coursework (12 credit hours)

Students must complete the Additional Required course credits which will need to be completed prior to CS480 Computer Science Capstone.

CSC460 Mobile Application Development (3 credit hours)

This course provides students the opportunity to develop and implement programs geared for mobile devices which includes but not limited to mobile applications utilized on a wide range of devices today. Students will use appropriate algorithms, paradigms and modern development and testing tools to develop mobile software solutions. Students will apply the software engineering software system lifecycle specifically as it relates to a mobile development environment.

Course Learning Outcomes:

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1. Programming Languages: Define, compose, and implement a mobile application to solve a business problem.
2. Software Development Fundamentals: Design and analyze algorithms, select appropriate paradigms, and utilize modern development and testing tools in a mobile development environment.
3. Software Engineering: Outline the lifecycle of a software system, including requirements elicitation, analysis and specification; design; construction; verification and validation; deployment; and operation and maintenance in a mobile development environment.

See Appendix B - Table 11. Course Outcome Mapping: CSC460 Mobile Application Development

ITS315 Introduction to Networks (3 credit hours)

Overview of computer networks including operating systems, networks, the internet and information system design, and the roles and responsibilities of technology professionals.

Course Learning Outcomes:

1. Explain the concept of the OSI model and apply it to troubleshooting techniques.
2. Select network type, protocols and topology most appropriate for a given site and justify the selection.
3. Select network design (including wiring implementation, cabling, and both networking and internetworking devices) most appropriate for a given site, and justify your selection.
4. Describe relationships among various Ethernet architecture components in a network environment (topology, networking devices, transmission media, media access method, physical address, frames).
5. Identify wireless and remote access protocols and standards.
6. Distinguish between LANs and wide-area networks (WANs).
7. Apply various networking standards, access methods, and protocols, making appropriate selections for various networking situations.
8. Explain the OSI model as a concept, practice it, and apply it to troubleshooting techniques.
9. Analyze and evaluate a variety of network problems and propose solutions utilizing troubleshooting procedures.

See Appendix B - Table 18. Course Mappings for: ITS315 Introduction to Networking

MIS407 Database Concepts (3 credit hours)

This course covers the basics of relational databases, including basic terminology and concepts, database integrity, and normalization. The relational model will be examined in detail in order to appreciate database structure, integrity, and manipulation. Current relational database management systems will be explored and contrasted, as will basic relational database design and SQL programming. Prerequisite: CS310

Course Learning Outcomes:

1. Database Systems: Describe the basic data structure, integrity, and manipulation components of Dr. Codd's relational model and their relationship to database tables.
2. Indexing: Describe the importance of primary keys, foreign keys, and other key types.
3. Relational Databases: Describe the eight basic relational algebra operations and how they relate to SQL.
4. Data Modeling: Design a simple relational database from a set of user requirements using an ERD (entity/relationship diagram) and then use it to develop table specification metadata.

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5. Data Mining: Utilize graphical features and basic SQL statements in order to create relational database tables, populate them, and query them.
6. Query Languages: Utilize SQL to perform more advanced SQL queries and reports.
7. Information Storage and Retrieval: Describe the role of embedded SQL in developing enterprise database applications.
8. Physical Database design: Using the concepts of functional dependency and normalization, perform 1NF (first normal form), 2NF (second normal form), and 3NF (third normal form) normalization to remove redundant data.
9. Information Management Concepts: Study and contrast the current popular desktop and enterprise relational database management systems (RDBMSs).
10. Transaction Processing: Describe how online transaction processing (OLTP) and data warehousing relational databases are used for client/server databases, Web based E-commerce systems, service-oriented architectures (SOAs), online analytical processing (OLAP), and data mining.

See Appendix B - Table 17. Course Mappings for: MIS407 Database Concepts

ITS415 Principles of Cyber Security (3 credit hours)

This course provides students with an overview of cyber security which includes a comprehensive view of organizational issues involved with privacy, information security, and cyber crime focused on information networks and systems. Additionally, students will be recommending strategies for implementing security configuration parameters on network devices, protocols, services and operating systems.

Course Learning Outcomes:

1. Develop the ability to recognize technical and organizational computer security issues.
2. Develop an appreciation for the importance of communication security and how it impacts the overall security of an enterprise
3. Develop an understanding of various kinds of cyberattacks
4. Evaluate the impact of hacker and computer espionage activities on the overall security of the organization
5. Evaluate aspects of vulnerability scanning, forensics and cyberdetection in ensuring information security

See Appendix B - Table 19. Course Mappings for: ITS415 Principles of Cyber Security

OR

MIS440 Cloud Computing and Big Data (3 credit hours)

The promise of cloud computing technology to provide unlimited utility computing and storage capacity to organizations is investigated. The various types of current cloud computing services offered by the major service vendors are studied. The challenges of managing “big data” are reviewed, and the relationships of cloud computing, big data, and data mining are examined.

Course Learning Outcomes:

1. Compare and contrast the advantages and challenges of cloud computing.
2. Describe the challenges involved with managing big data.
3. Describe and analyze the interrelationships between cloud computing and big data.
4. Describe the service types and deployment types of cloud computing.

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5. Apply different virtualization techniques to provide resources for cloud computing solutions.
6. Identify and propose the best strategies and practices for managing cloud computing resources.
7. Examine and analyze some of the current vendor solutions offering cloud computing solutions for applications.
8. Analyze and select application development guidelines and technologies to best leverage cloud computing offerings.
9. Describe and appraise the potential security threats involved with cloud computing and propose how these can best be mitigated.
10. Predict the possible future impact of cloud computing applications and describe greater need for management of big data.

See Appendix B - Table 20. Course Mapping for: MIS440 Cloud Computing and Big Data

Faculty Resources – Current and Required:

CSU-Global Campus currently has six program-specific computer science faculty members on the roster with terminal degrees in computer science/engineering and also have relevant industry experience. These faculty currently teach an existing introduction to Java programming course in the B.S. information technology program; in the past 12 months 28 sections of this course were offered to 463 students. Faculty members have been identified for curriculum development and course instruction for the Computer Science program.

CSU-Global promotes professional development and support for all faculty members. The university provides a faculty recruitment and development model which includes nationwide searches, as needed, for qualified faculty followed by a three-week online instructor training course, mentoring support, program coordinator guidance and management, and ongoing professional development to ensure faculty growth and quality.

Library Resources:

The Colorado State University-Global Campus Library provides a comprehensive offering of online resources and support for all CSU-Global academic programs. The online library is open 24/7 to accommodate the scheduling needs of students and faculty members. Current library resources and services include:

- Online journal article databases in various subject areas
- CSU System joint resources
- eBook databases
- Government information
- General reference material, such as online dictionaries, encyclopedias, almanacs, etc.
- Article reserve for additional required readings
- Interlibrary loan for articles CSU-Global does not own
- Library tutorials and videos
- Tools for effective writing, online learning, and time management
- Virtual reference service – 24/7
- Print book catalogs
- APA resources for undergraduates, graduates, and capstone project needs
- Library houses capstone projects by invitation
- Library training sessions (Customized library sessions, individual sessions, and open sessions)

Additionally, the CSU-Global library provides access to electronic databases specific to the B.S. in Computer Science degree program. These include:

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- ABI/INFORM Dateline (ProQuest) - Business
- ABI/INFORM Global (ProQuest) - Business
- ABI/INFORM Trade & Industry (ProQuest) - Business
- Academic Search Premier (EBSCO) - Interdisciplinary
- Bizjournals.com (Free) - Business
- Books 24x7 - Business /IT ebooks
- Business Source Complete (EBSCO) - Business
- Catalog of U.S. Government Publications (Free) - Interdisciplinary
- Directory of Open Access Journals (Free) - Scholarly/ Interdisciplinary
- Dissertations & Theses (ProQuest) - Interdisciplinary
- Find Articles at BNET (Free) - Interdisciplinary
- Google Scholar (Free Link Resolver for CSUGC) - Interdisciplinary
- LexisNexis Databases - Business & Legal
- Library of Congress Country Studies (Free) - Interdisciplinary
- MasterFILE Premier (EBSCO) - Reference/ Interdisciplinary
- National Newspaper Abstracts (ProQuest) - Interdisciplinary
- NetLibrary ebooks (EBSCO) - Interdisciplinary
- Newspaper Source (EBSCO) - Interdisciplinary
- Regional Business News (EBSCO) - Business
- Research Library (ProQuest) - Interdisciplinary
- Social Science Research Network (Free) - Social Sciences/Business
- TOPICsearch (EBSCO) - Interdisciplinary
- World Factbook (Free) - Interdisciplinary

Due to the depth of current CSU-Global library resources, there are no new required resources for the Bachelor of Science in Computer Science.

Facilities, Equipment, and Technology – Current and Required:

As a fully online university, CSU-Global utilizes Blackboard for its electronic learning environment. Blackboard also provides hosting services that allow for optimum scalability/uptime and serves as the university's delivery system to provide:

- Automatic posting of assignment grades
- Asynchronous participation and flexibility of access through several universally used web browsers, wherever there is an internet connection
- Course learning objectives and assessments
- Access to plagiarism software SafeAssign
- Consistency in course design and features

Blackboard includes threaded discussion forums, group communication tools, group email, and announcements for integrated asynchronous communication. CSU-Global contracts with Collaborate software for synchronous communication enhancement tools. This software provides students and instructors with real-time interaction options that can be recorded and replayed to enhance interaction and student learning including instant messaging, app sharing, video conferencing, live lectures, group meetings, polling, and whiteboarding.

Through the Blackboard interface and the university's Student Portal, CSU-Global provides access to 24/7 live tutoring and technical support, library database and academic resources, career information and services, and student feedback and surveys. To monitor student learning, CSU-Global Campus uses two

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cycles of assessment Waypoint software to store data. Rubrics are incorporated in each online classroom to measure and assess student performance in discussion board activities, mastery exercises, critical thinking assignments, and portfolio projects. The assessment process and faculty dialog are maintained in TaskStream, a web-based assessment tool designed to manage quality improvement processes.

Courses in Computer Science require students to use the same innovative tools used in industry such Software Development Kits (SDK) for the Java and C++ languages that are widely used by leading development firms. In addition, web-based labs and Virtual Machines (VMs) will be used to provide a seamless development environment that resemble a live development environment. Courses are designed to be aligned with the Accreditation Board for Engineering and Technology (ABET), and Association for Computing Machinery (ACM) requirements for computer science programs.

Based on the scalability of the CSU-Global Campus infrastructure, additional resources are not required for the B.S. in Computer Science program.

Certifications:

The B.S. in Computer Science program is aligned with the certification criteria for the *Oracle Certified Associate, Java SE 7 Programmer* and the *C++ Certified Associate Programmer* from the C++ Institute. Students will be able to choose which certification they desire to seek based on their preferred programming language.

Budget Summary:

CSU-Global faculty members have collaboratively outlined the courses required for a Bachelor of Science in Computer Science degree based on competitive program information, faculty industry experience, external stakeholder input, and industry/marketplace requirements for qualified workers.

The curriculum can be developed by CSU-Global with existing and new faculty members. The cost of development for the ten new core course required for the program is \$6,000 for a total cost of \$60,000. Based on actual revenue per course, it is estimated that CSU-Global will break even on its \$60,000 investment within the first year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$420,000	\$840,000	\$1,444,800	\$2,049,600	\$3,057,600	\$7,812,000.00
Total Costs	\$325,200	\$530,400	\$912,388	\$1,294,176	\$1,930,656	\$4,992,820.00
Net Income	\$94,800	\$309,600	\$532,412	\$755,424	\$1,126,944	\$2,819,180.00

Projected Launch: Spring 2015

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Appendix A – Letters of Support



To: Board of Governors of the Colorado State University System
Re: Support for the online B.S. in Computer Science

EchoStar Technologies – Software Engineering
94 Inverness Terrace East
Englewood, CO 80112

The B.S. in Computer Science at Colorado State University-Global Campus will provide EchoStar a rigorous academic program to support the educational needs of our programmers. EchoStar is working with Arapahoe Community College to hire programmers with the intention of providing them with an opportunity to complete their bachelor's degree and advance to software engineer.

Having a fully online B.S. in Computer Science will provide our programmers, who are working fulltime, with an opportunity to complete their degrees from a public university without the requirement to drive to a campus. In addition, CSU-Global Campus' eight-week courses, tuition guarantee, and year-round starts will be a major benefit to our employees.

We are proud to provide our support for Colorado State University-Global Campus in seeking to offer its B.S. in Computer Science program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dan Minnick".

Dan Minnick
SW Engineering VP

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Diane Hegeman, Ph.D.
Vice President for Instruction
diane.hegeman@arapahoe.edu
303.797.5702 Tel
303.797.5096 Fax
Mail Box 20
www.arapahoe.edu

July 7, 2014

Dr. Jon Bellum
Provost and Senior Vice President
Colorado State University-Global Campus
7800 East Orchard Road, Suite 200
Greenwood Village, CO 80111

Dear Jon,

We are proud to provide our support for Colorado State University-Global Campus in seeking to offer a Bachelor of Science degree in Computer Science.

Having a fully online B.S. in Computer Science from a public university will allow graduates of our A.A.S. in Computer Information Systems (CIS) with an emphasis in programming to continue their education in a rigorous academic program while working full-time.

Arapahoe Community College is also working with EchoStar to place CIS graduates in programming positions in its Englewood facility with the intent of advancing into careers in software engineering. CSU-Global's ability to provide an online bachelor's degree option will provide the education necessary for these students with the added benefit of year round, 8-week classes and a tuition guarantee.

Thank you for your time and consideration to this matter.

Regards,

A handwritten signature in blue ink that reads "Diane A. Hegeman".

Diane Hegeman
Vice President for Instruction

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Appendix B

Date:	July 1, 2014
Program Title:	Bachelor of Science in Computer Science
Degree Type:	Undergraduate
Recommended CIP Code:	11.0701

Alignment with ACM/IEEE 2013 Standards				
	CSU Global	Suggested Hours	CSU Global	Suggested Hours
Program Requirement	Tier 1	Tier 1	Tier 2	Tier 2
AL. Algorithms and Complexity	54	19	2	9
AR. Architecture and Organization	12	0	13	16
CN. Computational Science	6	1	0	0
DS. Discrete Structures	38	37	5	4
GV. Graphics and Visualization	2	2	4	1
HCI: Human Computer Interaction	4	4	0	4
IAS. Information Assurance and Security	7	3	4	6
IM. Information Management	50	1	5	9
IS. Intelligent Systems	0	0	2	10
NC. Networking and Communication	33	3	4	7
OS. Operating Systems	66	4	15	11
PBD. Platform-Based Development	0	0	5	0
PD. Parallel and Distributed Computing	6	5	4	10
PL. Programming Languages	110	8	4	20
SDF. Software Development Fundamentals	17	43	8	0
SE. Software Engineering	63	6	20	22
SF. Systems Fundamentals	7	18	1	9
SP. Social Issues and Professional Practice	2	11	10	5

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AS. Information Assurance & Security (distributed)	41	32	5	31.5
Total Core Hours	518	165	111	143

See Appendix B - Table 1. Full Curriculum Knowledge Area Mapping.

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Table 1. Full Curriculum Knowledge Area Mapping

Knowledge Area	CSC300	CSC301	CSC305	CSC310	CSC320	CSC375	CSC400	CSC450	CSC460	CSC470	CSC480	MIS350	MIS440	CSC410	CSC475	MIS407	ITS 415	ITS315	MTH325
AL. Algorithms and Complexity (19 Core-Tier1 hours, 9 Core-Tier2 hours)	-	-	T1-28 T2-0	-	-	-	T1-28 T2-0	-	-	-	-	-	-	-	-	-	-	-	-
AR. Architecture and Organization (0 Core-Tier1 hours, 16 Core-Tier2 hours)	T1-8 T2-0	-	T1-0 T2-12	T1-12 T2-0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CN. Computational Science (1 Core-Tier1 hours, 0 Core-Tier2 hours)	T1-6 T2-0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DS. Discrete Structures (37 Core-Tier1 hours, 4 Core-Tier2 hours)	-	-	-	-	-	T1-0 T2-4	T1-0 T2-6	T1-0 T2-4	-	-	-	-	-	-	-	-	-	-	T1-38 T2-5
GV. Graphics and Visualization (2 Core-Tier1 hours, 1 Core-Tier2 hours)	-	-	-	-	-	-	-	-	-	-	-	-	-	T1-2 T2-4	-	-	-	-	-
HCI: Human Computer Interaction (4 Core-Tier1 hours, 4 Core-Tier2 hours)	-	-	-	-	-	-	-	-	-	-	-	-	-	T1-4 T2-4	-	-	-	-	-
IAS. Information Assurance and Security (3 Core-Tier1 hours, 6 Core-Tier2 hours)	T1-1 T2-0	-	-	-	-	-	-	-	-	T1-6 T2-4	T1-0 T2-4	-	-	-	-	-	-	-	-
IM. Information Management (1 Core-Tier1 hour; 9 Core-Tier2 hours)	T1-3 T2-0	T1-7 T2-0	-	-	-	T1-7 T2-0	-	T1-7 T2-0	-	-	-	T1-0 T2-5	-	-	-	T1-26 T2-0	-	-	-
IS. Intelligent Systems (10 Core-Tier2 hours)	-	-	-	-	-	-	-	-	-	-	-	T1-0 T2-2	-	-	-	-	-	-	-
NC. Networking and Communication (3 Core-Tier1 hours, 7 Core-Tier2 hours)	-	-	-	-	-	-	-	-	-	-	-	T1-8 T2-0	-	-	-	-	T1-0 T2-4	T1-25 T2-0	-
OS. Operating Systems (4 Core-Tier1 hours; 11 Core Tier2 hours)	-	T1-4 T2-0	-	T1-24 T2-0	-	T1-12 T2-0	-	T1-12 T2-0	-	-	-	-	T1-2 T2-0	-	-	-	-	-	-
PBD. Platform-Based Development (Elective)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	T1-0 T2-5	-	-	-	-
PD. Parallel and Distributed Computing (5 Core-Tier1 hours, 10 Core-Tier2 hours)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PL. Programming Languages (8 Core-Tier1 hours, 20 Core-Tier2 hours)	-	T1-24 T2-0	-	-	T1-26 T2-0	T1-17 T2-0	-	T1-17 T2-0	T1-26 T2-0	-	T1-0 T2-8	-	-	-	-	-	-	-	-
SDF. Software Development Fundamentals (43 Core-Tier1 hours)	-	T1-4 T2-0	-	-	T1-0 T2-4	-	T1-5 T2-0	-	T1-0 T2-4	-	T1-8 T2-0	-	-	-	-	-	-	-	-
SE. Software Engineering (6 Core-Tier1 hours; 21 Core-Tier2 hours)	-	-	-	-	T1-0 T2-10	-	-	-	T1-0 T2-10	T1-30 T2-0	T1-20 T2-0	T1-14 T2-0	-	-	-	-	-	-	-
SF. Systems Fundamentals. (18 Core-Tier1 hours, 9 Core-Tier2 hours)	-	-	-	-	-	-	-	-	-	-	-	-	T1-3 T2-0	-	-	-	T1-0 T2-1	-	-
SP. Social Issues and Professional Practice. (11 Core-Tier1 hours, 5 Core-Tier2 hours)	-	-	-	-	-	-	-	-	-	-	-	T1-0 T2-10	-	-	-	-	-	-	-

Table 2. Course Outcome Mapping: CSC300 Computer Science Fundamentals

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
AR. Architecture and Organization	8	-	Explain computer systems functional components to include characteristics; performance, interactions and how to harness parallelism to sustain system performance.
AR/Digital Logic and Digital Systems	1	-	Explain how computer architecture has changed over time (ex. mainframe to warehouse scale computers)
AR/Machine Level Representation of Data	1	-	Explain how and why data is represented in a computer the way it is.
AR/Assembly Level Machine Organization	1	-	Describe how instructions are executed in a classical von Neumann machine.
AR/Memory System Organization and Architecture	1	-	Compare and contrast different types of memory technologies.
AR/Interfacing and Communication	1	-	Explain how operating systems interface with input/output processing and management.
AR/Functional Organization	1	-	Explain different ways to handle implementation of data paths.
AR/Multiprocessing and Alternative Architectures	1	-	Explain the concept of parallel processing.
AR/Performance Enhancements	1	-	Explain superscalar architecture; branch prediction; and prefetching.
CN. Computational Science	6	-	Explain how the following computer science concepts are interrelated: program construction; algorithm design; program testing; data representations; and basic computer architectures.
CN/Introduction to Modeling and Simulation	1	-	Explain the concept of modeling.
CN/Modeling and Simulation	1	-	Explain the purpose of modeling and simulation, including optimization, supporting decision making,

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			forecasting, safety considerations, for training and education.
CN/Processing	1	-	Explain the characteristics and defining properties of algorithms and how they relate to machine processing.
CN/Interactive Visualization	1	-	Explain how interactive visualization requires an understanding of human perception, graphics pipelines, geometric representations, data structures, 2D and 3D rendering.
CN/Data, Information, and Knowledge	1	-	Identify all of the data, information, and knowledge elements and related organizations for a computational science application.
CN/Numerical Analysis	1	-	Define error, stability, machine precision concepts and the inexactness of computational approximations.
IAS. Information Assurance and Security	1	-	Explain foundational concepts of information security as they relate to balancing key security properties: confidentiality, integrity and availability.
IAS/Foundational Concepts in Security	1	-	Explain the following concepts: risk, threats, vulnerabilities, attack vectors, trustworthiness, authentication, authorization and access control.
IM. Information Management	3	-	Describe how information is captured, , stored, transformed and represented so humans can gain access and make decisions with that data and information.
IM/Information Management Concepts	1	-	Explain how humans gain access to information and data to support their needs.
IM/Database Systems	1	-	Describe the most common designs for core database systems.
IM/Data Modeling	1	-	Describe the fundamental terminology used in the relational data model.

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Table 3. Course Outcome Mapping: CSC301 Introduction to Computer Programming

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
IM. Information Management	7	-	Recommend information management methods and techniques that are appropriate to solve a given fundamental programming problem.
IM/Information Management Concepts	2	-	Describe how humans gain access to information & data to support their needs.
IM/Database Systems	2	-	Explain the characteristics that distinguish the database approach from the approach of programming with data files.
IM/Data Modeling	2	-	Define the fundamental terminology used in the relational data model.
IM/Indexing	1	-	Identify appropriate indices for given relational schema and query set.
OS. Operating Systems	4	-	Explain the relationship between drivers in an operating system and basic programming.
OS/Overview of Operating Systems	2	-	Explain the objectives and functions of modern operating systems.
OS/Operating System Principles	2	-	Explain the use of a device list and driver I/O queue.
PL. Programming Languages	23	-	Explain the principles underlying how programming language features are defined, and how computer programs are composed and implemented.
PL/Object-Oriented Programming	2	-	Compare and contrast 1) the procedural/functional approach vs. 2) the object-oriented approach to programming.
PL/Functional Programming	3	-	Write basic algorithms and useful functions that take and return other functions.

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PL/Event-Driven and Reactive Programming	3	-	Explain why an event-driven programming style is natural in domains where programs react to external events.
PL/Basic Type Systems	2	-	Give an example program that does not type-check in a particular language and yet would have no error if run.
PL/Program Representation	2	-	Explain how programs that process other programs treat the other programs as their input.
PL/Language Translation and Execution	1	-	Distinguish a language definition from a particular language implementation (ex. Compiler vs. interpreter; run-time representation of data objects etc.)
PL/Syntax Analysis	1	-	Identify key issues in syntax definitions: ambiguity, associativity, precedence.
PL/Compiler Semantic Analysis	1	-	Explain what type checking is.
PL/Code Generation	1	-	Explain how a compiler works.
PL/Runtime Systems	1	-	Explain how dynamic memory works in a computer program.
PL/Static Analysis	1	-	Explain why static analysis is important in computer programming.
PL/Advanced Programming Constructs	1	-	Explain how different advanced programming constructs improve program structure, quality and productivity of programmers.
PL/Concurrency and Parallelism	-	-	Explain how concurrency and parallelism function.
PL/Type Systems	1	-	Explain compositional type constructors (product types – aggregates; sum types – unions); function types, quantified types and recursive types.
PL/Formal Semantics	1	-	Explain the difference between syntax and semantics.
PL/Language Pragmatics	1	-	Explain the importance of language design including

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			evaluation order, precedence, and associativity.
PL/Logic Programming	1	-	Write a program that implements a conventional algorithm.
SDF. Software Development Fundamentals	4	-	Explain fundamental software development concepts including simple design and analysis of algorithms; programming concepts and data structures; and basic software development methods and tools.
SDF/Algorithms and Design	1	-	Discuss the importance of algorithms in the problem-solving process.
SDF/Fundamental Programming Concepts	1	-	Explain the difference between object-oriented programming, functional programming, event-driven programming and reactive programming.
SDF/Fundamental Data Structures	1	-	Describe how each of the following data structures would be used in software development: stack; queue, array, records, strings, linked lists and maps.
SDF/Development Methods	1	-	Describe how software processes, software design and software evolution process effect how software is developed today.
SE. Software Engineering	1	-	Explain how software engineers use methods, processes, techniques and measurements to effectively build software systems that satisfy the requirements of stakeholders.
SE/Tools and Environments	1	-	Explain how conducting a requirements analysis may lead to a solution that may incorporate a centralized or distributed software

configuration.

Table 4. Course Outcome Mapping: CS305 Introduction Algorithms

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
AL. Algorithms and Complexity	28	-	Design, implement, and analyze algorithms for solving problems
AL/Basic Analysis	4	-	In the context of specific algorithms, identify the characteristics of data and/or other conditions or assumptions that lead to different behaviors
AL/Algorithmic Strategies	4	-	Determine an appropriate algorithmic approach to a problem.
AL/Fundamental Data Structures and Algorithms	4	-	Discuss factors other than computational efficiency that influence the choice of algorithms, such as programming time, maintainability, and the use of application-specific patterns in the input data.
AL/Basic Automata, Computability and Complexity	4	-	Discuss the concept of finite state machines.
AL/Advanced Computational Complexity	4	-	Define the classes P and NP.
AL/Advanced Automata Theory and Computability	4	-	Compare and contrast functionality of different sets and languages.
AL/Advanced Data Structures, Algorithms, and Analysis	4	-	Understand the mapping of real-world problems to algorithmic solutions (e.g., as graph problems, linear programs, etc.).
AR. Architecture and Organization	0	12	Recommend a technology solution that highlights a computer system's functional components, their characteristics, performance, and interactions to solve a business problem.
AR/Digital Logic and Digital Systems	-	2	Comprehend the trend of modern computer architectures towards multi-core and that parallelism is inherent in all hardware systems.

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AR/Machine Level Representation of Data	-	2	Explain why everything is data, including instructions, in computers.
AR/Assembly Level Machine Organization	-	1	Explain the organization of the classical von Neumann machine and its major functional units.
AR/Memory System Organization and Architecture	-	2	Identify the main types of memory technology (e.g., SRAM, DRAM, Flash, magnetic disk) and their relative cost and performance.
AR/Interfacing and Communication	-	1	Explain how interrupts are used to implement I/O control and data transfers.
AR/Functional Organization	-	1	Compare alternative implementation of datapaths.
AR/Multiprocessing and Alternative Architectures	-	2	Discuss the concept of parallel processing beyond the classical von Neumann model.
AR/Performance Enhancements	-	1	Describe the relevance of scalability to performance.

Table 5. Course Outcome Mapping: CSC310 Operating Systems and Architecture

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
AR. Architecture and Organization	12	0	Explain how the knowledge of computer architecture can assist in the development of programs that can achieve high performance through an awareness of parallelism and latency
AR/Digital Logic and Digital Systems	3	-	Design the basic building blocks of a computer: arithmetic-logic unit (gate-level), registers (gate-level),
AR/Machine Level Representation of Data	3	-	Compare and contrast representation of different types of data and its machine level representation. (ie, integers, float, characters etc.)
AR/Assembly Level Machine Organization	3	-	Summarize how instructions are represented at both the machine level and in the context of a symbolic assembler.
AR/Memory System Organization and Architecture	3	-	Describe how the use of memory hierarchy (cache, virtual memory) is used to reduce the effective memory

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			latency.
OS. Operating Systems	24	0	Describe the differences between the kernel and user modes in developing key approaches to operating system design and implementation.
OS/Overview of Operating Systems	2	-	Explain the objectives and functions of modern operating systems.
OS/Operating System Principles	2	-	Contrast kernel and user mode in an operating system.
OS/Concurrency	2	-	Summarize the range of mechanisms that can be employed at the operating system level to realize concurrent systems and describe the benefits of each.
OS/Scheduling and Dispatch	2	-	Compare and contrast the common algorithms used for both preemptive and non-preemptive scheduling of tasks in operating systems, such as priority, performance comparison, and fair-share schemes.
OS/Memory Management	2	-	Summarize the principles of virtual memory as applied to caching and paging.
OS/Security and Protection	2	-	Articulate the need for protection and security in an OS (cross-reference IAS/Security Architecture and Systems Administration/Investigating Operating Systems Security for various systems).
OS/Virtual Machines	2	-	Explain the concept of virtual memory and how it is realized in hardware and software.
OS/Device Management	2	-	Explain the key difference between serial and parallel devices and identify the conditions in which each is appropriate.
OS/File Systems	2	-	Describe the choices to be made in designing file systems.
OS/Real Time and Embedded Systems	2	-	Describe what makes a system a real-time system.
OS/Fault Tolerance	2	-	Explain the relevance of the terms fault tolerance, reliability, and availability.
OS/System Performance	2	-	Describe the performance measurements

Evaluation	used to determine how a system performs.
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Table 6. Course Outcome Mapping: CSC320 Programming I

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
PL. Programming Languages	26	0	Compare and contrast the programming models underlying the Java programming language and make informed design choices in languages supporting multiple complementary approaches to solve business problems.
PL/Object-Oriented Programming	2	-	Compare and contrast (1) the procedural/functional approach (defining a function for each operation with the function body providing a case for each data variant) and (2) the object-oriented approach (defining a class for each data variant with the class definition providing a method for each operation). Understand both as defining a matrix of operations and variants.
PL/Functional Programming	2	-	Compare and contrast (1) the procedural/functional approach (defining a function for each operation with the function body providing a case for each data variant) and (2) the object-oriented approach (defining a class for each data variant with the class definition providing a method for each operation). Understand both as defining a matrix of operations and variants.
PL/Event-Driven and Reactive Programming	2	-	Describe an interactive system in terms of a model, a view, and a controller.
PL/Basic Type Systems	2	-	For multiple programming languages, identify program properties checked statically and program properties

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			checked dynamically.
PL/Program Representation	2	-	Write a program to process some representation of code for some purpose, such as an interpreter, an expression optimizer, or a documentation generator.
PL/Language Translation and Execution	2	-	Explain how programming language implementations typically organize memory into global data, text, heap, and stack sections and how features such as recursion and memory management map to this memory model.
PL/Syntax Analysis	2	-	Identify key issues in syntax definitions: ambiguity, associativity, precedence.
PL/Compiler Semantic Analysis	1	-	Implement context-sensitive, source-level static analyses such as type-checkers or resolving identifiers to identify their binding occurrences.
PL/Code Generation	2	-	Generate the low-level code for calling functions/methods in modern languages.
PL/Runtime Systems	2	-	Discuss benefits and limitations of automatic memory management.
PL/Static Analysis	1	-	Define useful static analyses in terms of a conceptual framework such as dataflow analysis.
PL/Advanced Programming Constructs	1	-	Use various advanced programming constructs and idioms correctly.
PL/Concurrency and Parallelism	1	-	Write correct concurrent programs using multiple programming models, such as shared memory, actors, futures, and data-parallelism primitives.
PL/Type Systems	1	-	Define a type system precisely and compositionally.
PL/Formal Semantics	1	-	Use induction to prove properties of all programs in a language.
PL/Language Pragmatics	1	-	Discuss the role of concepts such as orthogonality and well-chosen defaults in language design.
PL/Logic Programming	1	-	Use a logic language to implement a conventional algorithm.
SDF. Software Development	0	4	Design and analyze fundamental

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Fundamentals			algorithms, select appropriate paradigms, and utilize modern introductory development and testing tools to develop software to solve business problems.
SDF/Algorithms and Design	-	1	Identify the relative strengths and weaknesses among multiple designs or implementations for a problem
SDF/Fundamental Programming Concepts	-	1	Analyze and explain the behavior of simple programs involving the fundamental programming constructs variables, expressions, assignments, I/O, control constructs, functions, parameter passing, and recursion.
SDF/Fundamental Data Structures	-	1	Discuss the appropriate use of built-in data structures.
SDF/Development Methods	-	1	Trace the execution of a variety of code segments and write summaries of their computations
SE. Software Engineering	0	10	Select and apply appropriate software engineering topics and concepts to solve a given business problem.
SE/Software Processes	-	1	Explain the concept of a software lifecycle and provide an example, illustrating its phases including the deliverables that are produced.
SE/Software Project Management	-	1	Describe the impact of risk in a software development lifecycle.
SE/Tools and Environments	-	1	Describe how version control can be used to help manage software release management.
SE/Requirements Engineering	-	1	Conduct a review of a set of software requirements to determine the quality of the requirements with respect to the characteristics of good requirements.
SE/Software Design	-	1	For the design of a simple software system within the context of a single design paradigm, describe the software architecture of that system.
SE/Software Construction	-	1	Describe techniques, coding idioms and mechanisms for implementing designs to achieve desired

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			properties such as reliability, efficiency, and robustness.
SE/Software Verification and Validation	-	1	Describe and distinguish among the different types and levels of testing (unit, integration, systems, and acceptance).
SE/Software Evolution	-	1	Identify the principal issues associated with software evolution and explain their impact on the software lifecycle.
SE/Software Reliability	-	1	Describe how software reliability contributes to system reliability.
SE/Formal Methods	-	1	Apply formal specification and analysis techniques to software designs and programs with low complexity

Table 7. Course Outcome Mapping: MTH325 Discrete Math

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
DS. Discrete Structures	38	5	Discuss and use set theory techniques.
DS/Sets, Relations, and Functions	6	-	Perform various operations with relations and functions.
DS/Basic Logic	6	2	Apply and interpret logic within computer science areas.
DS/Proof Techniques	10	-	Prove and solve problems in Boolean algebra.
DS/Basics of Counting	6	-	Describe and solve recurrence relations.
DS/Graphs and Trees	4	1	Apply algorithms to solve applications in computer science.
DS/Discrete Probability	6	2	Solve problems in combinatorics.

Table 8. Course Outcome Mapping: CSC375 Programming II

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
DS. Discrete Structures	0	4	Use appropriate discrete structures to solve programming problems.
DS/Sets, Relations, and Functions	-	1	Explain with examples the basic terminology of functions, relations,

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			and sets.
DS/Basic Logic	-	1	Apply formal logic proofs and/or informal, but rigorous, logical reasoning to real problems, such as predicting the behavior of software or solving problems such as puzzles.
DS/Proof Techniques	-	1	Apply the proof technique used in a given proof.
DS/Basics of Counting	-	1	Apply counting arguments, including sum and product rules, inclusion-exclusion principle and arithmetic/geometric progressions.
IM. Information Management	7	0	Develop conceptual models to access and update stored information.
IM/Information Management Concepts	1	-	Explain measures of efficiency and effectiveness.
IM/Database Systems	1	-	Explain the characteristics that distinguish the database approach from the approach of programming with data files.
IM/Data Modeling	1	-	Compare and contrast appropriate data models, including internal structures, for different types of data.
IM/Indexing	1	-	Generate an index file for a collection of resources.
IM/Relational Databases	1	-	Write queries in the relational algebra.
IM/Query Languages	1	-	Use SQL to create tables and retrieve information from a database.
IM/Transaction Processing	1	-	Create a transaction by embedding SQL into an application program.
OS. Operating Systems	12	0	Understand I/O systems, file systems, storage, loading, security, and memory allocation.
OS/Overview of Operating Systems	1	-	Explain the objectives and functions of modern operating systems.
OS/Operating System Principles	1	-	Describe the value of APIs and middleware.
OS/Concurrency	1	-	Describe the need for concurrency within the framework of an operating system.
OS/Scheduling and Dispatch	1	-	Compare and contrast the common algorithms used for both preemptive and non-preemptive scheduling of tasks in operating systems, such as

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			priority, performance comparison, and fair-share schemes.
OS/Memory Management	1	-	Explain memory hierarchy and cost-performance trade-offs.
OS/Security and Protection	1	-	Explain the mechanisms available in an OS to control access to resources
OS/Virtual Machines	1	-	Explain the concept of virtual memory and how it is realized in hardware and software.
OS/Device Management	1	-	Explain the key difference between serial and parallel devices and identify the conditions in which each is appropriate
OS/File Systems	1	-	Describe the choices to be made in designing file systems.
OS/Real Time and Embedded Systems	1	-	Describe what makes a system a real-time system.
OS/Fault Tolerance	1	-	Explain the relevance of the terms fault tolerance, reliability, and availability.
OS/System Performance Evaluation	1	-	Describe the performance measurements used to determine how a system performs.
PL. Programming Languages	17	0	Use programming language translation and static program analysis including run-time components such as memory management in different operating system environments
PL/Object-Oriented Programming	1	-	Design and implement a class.
PL/Functional Programming	1	-	Write useful functions that take and return other functions
PL/Event-Driven and Reactive Programming	1	-	Write event handlers for use in reactive systems, such as GUIs
PL/Basic Type Systems	1	-	For both a primitive and a compound type, informally describe the values that have that type.
PL/Program Representation	1	-	Explain how programs that process other programs treat the other programs as their input data.
PL/Language Translation and Execution	1	-	Identify and fix memory leaks and dangling-pointer dereferences.
PL/Syntax Analysis	1	-	Use declarative tools to generate parsers and scanners.

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PL/Compiler Semantic Analysis	1	-	Implement context-sensitive, source-level static analyses such as type-checkers or resolving identifiers to identify their binding occurrences.
PL/Code Generation	1	-	Generate the low-level code for calling functions/methods in modern languages.
PL/Runtime Systems	1	-	Discuss benefits and limitations of automatic memory management.
PL/Static Analysis	1	-	Define useful static analyses in terms of a conceptual framework such as dataflow analysis.
PL/Advanced Programming Constructs	1	-	Use various advanced programming constructs and idioms correctly.
PL/Concurrency and Parallelism	1	-	Use a message-passing model to analyze a communication protocol.
PL/Type Systems	1	-	Define a type system precisely and compositionally.
PL/Formal Semantics	1	-	Give a formal semantics for a small language.
PL/Language Pragmatics	1	-	Use crisp and objective criteria for evaluating language-design decisions.
PL/Logic Programming	1	-	Use a logic language to implement a conventional algorithm.

Table 9. Course Outcome Mapping: CSC400 Data Structures and Algorithms

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
AL. Algorithms and Complexity	28	0	Design, implement, and analyze algorithms for solving problems using Java.
AL/Basic Analysis	4	-	In the context of specific algorithms, identify the characteristics of data and/or other conditions or assumptions that lead to different behaviors.
AL/Algorithmic Strategies	4	-	Determine an appropriate algorithmic approach to a problem.
AL/Fundamental Data Structures and Algorithms	4	-	Discuss factors other than computational efficiency that influence the choice of algorithms, such as programming time, maintainability, and the use of

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			application-specific patterns in the input data.
AL/Basic Automata, Computability and Complexity	4	-	Design a deterministic finite state machine to accept a specified language.
AL/Advanced Computational Complexity	4	-	Define the classes P and NP. (Also appears in AL/Basic Automata, Computability, and Complexity).
AL/Advanced Automata Theory and Computability	4	-	Prove that a problem is uncomputable by reducing a classic known uncomputable problem to it.
AL/Advanced Data Structures, Algorithms, and Analysis	4	-	Select and apply advanced algorithmic techniques (e.g., randomization, approximation) to solve real problems.
AR. Architecture and Organization	0	1	Articulate that there are many equivalent representations of computer functionality, including logical expressions and gates, and be able to use mathematical expressions to describe the functions of simple combinational and sequential circuits.
AR/Digital Logic and Digital Systems	-	1	- (see above)
DS. Discrete Structures	0	6	Apply appropriate discrete structures to construct software to solve business problems.
DS/Sets, Relations, and Functions	-	1	Perform the operations associated with sets, functions, and relations.
DS/Basic Logic	-	1	Describe how symbolic logic can be used to model real-life situations or applications, including those arising in computing contexts such as software analysis (e.g., program correctness), database queries, and algorithms.
DS/Proof Techniques	-	1	Apply each of the proof techniques (direct proof, proof by contradiction, and induction) correctly in the construction of a sound argument.
DS/Basics of Counting	-	1	Map real-world applications to appropriate counting formalisms, such as determining the number of ways to arrange people around a

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			table, subject to constraints on the seating arrangement, or the number of ways to determine certain hands in cards (e.g., a full house).
DS/Graphs and Trees	-	1	Explain how to construct a spanning tree of a graph.
DS/Discrete Probability	-	1	Explain how events that are independent can be conditionally dependent (and vice-versa). Identify real
SDF. Software Development Fundamentals	5	0	Design and analyze algorithms, selecting appropriate discrete structure paradigms to develop software solutions to a business problem.
SDF/Algorithms and Design	3	-	Create algorithms for solving simple problems
SDF/Fundamental Programming Concepts	2	-	Write programs that use primitive data types.

Table 10. Course Outcome Mapping: CSC450 Programming III

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
DS. Discrete Structures	0	4	Develop computer programs using advanced discrete structure concepts that solve business problems.
DS/Sets, Relations, and Functions	-	1	Relate practical examples to the appropriate set, function, or relation model, and interpret the associated operations and terminology in context.
DS/Basic Logic	-	1	Apply formal logic proofs and/or informal, but rigorous, logical reasoning to real problems, such as predicting the behavior of software or solving problems such as puzzles.
DS/Proof Techniques	-	1	Explain the parallels between ideas of mathematical and/or structural induction to recursion and recursively defined structures.
DS/Basics of Counting	-	1	Map real-world applications to appropriate counting formalisms, such

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			as determining the number of ways to arrange people around a table, subject to constraints on the seating arrangement, or the number of ways to determine certain hands in cards (e.g., a full house).
IM. Information Management	7	0	Integrate an appropriate information management strategy that addresses relevant design concerns including scalability; accessibility and usability into a computer programming solution that solves a business problem.
IM/Information Management Concepts	1	-	Demonstrate uses of explicitly stored metadata/schema associated with data.
IM/Database Systems	1	-	Use a declarative query language to elicit information from a database.
IM/Data Modeling	1	-	Describe the main concepts of the OO model such as object identity, type constructors, encapsulation, inheritance, polymorphism, and versioning.
IM/Indexing	1	-	Describe key challenges in web crawling, e.g., detecting duplicate documents, determining the crawling frontier.
IM/Relational Databases	1	-	Write queries in the relational algebra.
IM/Query Languages	1	-	Embed object-oriented queries into a stand-alone language such as C++ or Java (e.g., SELECT Col.Method() FROM Object).
IM/Transaction Processing	1	-	Explain when and why rollback is needed and how logging assures proper rollback.
OS. Operating Systems	12	0	Write software programs that manage resources securely in different operating system environments.
OS/Overview of Operating Systems	1	-	Discuss networked, client-server, distributed operating systems and how they differ from single user operating systems.
OS/Operating System Principles	1	-	Describe how computing resources are used by application software and managed by system software.

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OS/Concurrency	1	-	Describe reasons for using interrupts, dispatching, and context switching to support concurrency in an operating system.
OS/Scheduling and Dispatch	1	-	Describe the difference between processes and threads.
OS/Memory Management	1	-	Discuss the concept of thrashing, both in terms of the reasons it occurs and the techniques used to recognize and manage the problem.
OS/Security and Protection	1	-	Articulate the need for protection and security in an OS
OS/Virtual Machines	1	-	Explain the concept of virtual memory and how it is realized in hardware and software.
OS/Device Management	1	-	Describe the advantages and disadvantages of direct memory access and discuss the circumstances in which its use is warranted.
OS/File Systems	1	-	Describe the choices to be made in designing file systems.
OS/Real Time and Embedded Systems	1	-	Explain the presence of and describe the characteristics of latency in real-time systems.
OS/Fault Tolerance	1	-	Explain how an operating system can continue functioning after a fault occurs.
OS/System Performance Evaluation	1	-	Explain the main evaluation models used to evaluate a system.
PL. Programming Languages	17	0	Develop computer programs effectively using different programming languages and programming constructs to solve business problems.
PL/Object-Oriented Programming	1	-	Use subclassing to design simple class hierarchies that allow code to be reused for distinct subclasses
PL/Functional Programming	1	-	Compare and contrast (1) the procedural/functional approach (defining a function for each operation with the function body providing a case for each data variant) and (2) the object-oriented approach (defining a

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			class for each data variant with the class definition providing a method for each operation). Understand both as defining a matrix of operations and variants.
PL/Event-Driven and Reactive Programming	1	-	Write event handlers for use in reactive systems, such as GUIs.
PL/Basic Type Systems	1	-	Use types and type-error messages to write and debug programs.
PL/Program Representation	1	-	Write a program to process some representation of code for some purpose, such as an interpreter, an expression optimizer, or a documentation generator.
PL/Language Translation and Execution	1	-	Identify and fix memory leaks and dangling-pointer dereferences.
PL/Syntax Analysis	1	-	Use declarative tools to generate parsers and scanners.
PL/Compiler Semantic Analysis	1	-	Implement context-sensitive, source-level static analyses such as type-checkers or resolving identifiers to identify their binding occurrences.
PL/Code Generation	1	-	Discuss opportunities for optimization introduced by naive translation and approaches for achieving optimization, such as instruction selection, instruction scheduling, register allocation, and peephole optimization.
PL/Runtime Systems	1	-	Explain the use of metadata in runtime representations of objects and activation records, such as class pointers, array lengths, return addresses, and frame pointers.
PL/Static Analysis	1	-	Use the results of a static analysis for program optimization and/or partial program correctness.
PL/Advanced Programming Constructs	1	-	Use various advanced programming constructs and idioms correctly.
PL/Concurrency and Parallelism	1	-	Write correct concurrent programs using multiple programming models, such as shared memory, actors, futures, and data-parallelism primitives.
PL/Type Systems	1	-	Implement a unification-based type-

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			inference algorithm for a simple language.
PL/Formal Semantics	1	-	Use induction to prove properties of all programs in a language that are well-typed according to a formally defined type system.
PL/Language Pragmatics	1	-	Give an example program whose result can differ under different rules for evaluation order, precedence, or associativity.
PL/Logic Programming	1	-	Use a logic language to implement an algorithm employing implicit search using clauses, relations, and cuts.

Table 11. Course Outcome Mapping: CSC460 Mobile Application Development

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
PL. Programming Languages	26	Tier 2	Define, compose, and implement a mobile application to solve a business problem.
PL/Object-Oriented Programming	2	-	Use object-oriented encapsulation mechanisms such as interfaces and private members in a mobile development environment.
PL/Functional Programming	2	-	Use functional encapsulation mechanisms such as closures and modular interfaces in a mobile development environment.
PL/Event-Driven and Reactive Programming	1	-	Explain why an event-driven programming style is natural in domains where programs react to external Events in a mobile development environment.
PL/Basic Type Systems	2	-	Describe examples of program errors detected by a type system in a mobile development environment.
PL/Program Representation	2	-	Explain how programs that process other programs treat the other programs as their input data in a mobile development environment

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PL/Language Translation and Execution	1	-	Identify and fix memory leaks and dangling-pointer dereferences.
PL/Syntax Analysis	1	-	Use formal grammars to specify the syntax of languages.
PL/Compiler Semantic Analysis	2	-	Implement context-sensitive, source-level static analyses such as type-checkers or resolving identifiers to identify their binding occurrences.
PL/Code Generation	1	-	Discuss why separate compilation limits optimization because of unknown effects of calls.
PL/Runtime Systems	1	-	Discuss advantages, disadvantages, and difficulties of just-in-time and dynamic recompilation.
PL/Static Analysis	1	-	Distinguish “may” and “must” analyses.
PL/Advanced Programming Constructs	2	-	Use various advanced programming constructs and idioms correctly in a mobile development environment.
PL/Concurrency and Parallelism	1	-	Explain why programming languages do not guarantee sequential consistency in the presence of data races and what programmers must do as a result.
PL/Type Systems	2	-	Define a type system precisely and compositionally in a mobile development environment.
PL/Formal Semantics	2	-	Use induction to prove properties of all programs in a language.
PL/Language Pragmatics	2	-	Give an example program whose result can differ under different rules for evaluation order, precedence, or Associativity in a mobile development environment.
PL/Logic Programming	1	-	Use a logic language to implement a conventional algorithm.
SDF. Software Development Fundamentals	0	4	Design and analyze algorithms, select appropriate paradigms, and utilize modern development and testing tools in a mobile

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			development environment.
SDF/Algorithms and Design	-	1	Create algorithms for solving simple problems
SDF/Fundamental Programming Concepts	-	1	Analyze and explain the behavior of simple programs involving the fundamental programming constructs variables, expressions, assignments, I/O, control constructs, functions, parameter passing, and recursion in a mobile development environment.
SDF/Fundamental Data Structures	-	1	Write programs that use each of the following data structures: arrays, records/structs, strings, linked lists, stacks, queues, sets, and maps in a mobile development environment.
SDF/Development Methods	-	1	Identify common coding errors that lead to insecure programs (e.g., buffer overflows, memory leaks, malicious code) and apply strategies for avoiding such errors.
SE. Software Engineering	0	10	Outline the lifecycle of a software system, including requirements elicitation, analysis and specification; design; construction; verification and validation; deployment; and operation and maintenance in a mobile development environment.
SE/Software Processes	-	1	Explain the concept of a software lifecycle and provide an example, illustrating its phases including the deliverables that are produced.
SE/Software Project Management	-	1	Using a particular software process, describe the aspects of a project that need to be planned and monitored, (e.g., estimates of size and effort, a schedule, resource allocation, configuration control, change management, and project risk identification and management).
SE/Tools and Environments	-	1	Demonstrate the capability to use software tools in support of the

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			development of a software product of medium size.
SE/Requirements Engineering	-	1	Identify both functional and non-functional requirements in a given requirements specification for a software system.
SE/Software Design	-	1	For a simple system suitable for a given scenario, discuss and select an appropriate design paradigm.
SE/Software Construction	-	1	Describe mobile development environment techniques, coding idioms and mechanisms for implementing designs to achieve desired properties such as reliability, efficiency, and robustness.
SE/Software Verification and Validation	-	1	Describe and distinguish among the different types and levels of testing (unit, integration, systems, and acceptance).
SE/Software Evolution	-	1	Discuss the advantages and disadvantages of different types of software reuse.
SE/Software Reliability	-	1	Compare the characteristics of three different reliability modeling approaches.
SE/Formal Methods	-	1	Apply formal specification and analysis techniques to software designs and programs with low complexity

Table 12. Course Outcome Mapping: CSC470 Software Engineering

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
IAS. Information Assurance and Security	6	4	Recommend software assurance strategies to protect and defend information and information systems ensuring confidentiality, integrity, and availability.
IAS/Foundational Concepts in Security	-	2	Analyze the tradeoffs of balancing key security properties (Confidentiality, Integrity, and

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			Availability).
IAS/Principles of Secure Design	2	-	Describe standard components for security operations, and explain the benefits of their use instead of reinventing fundamentals operations.
IAS/Defensive Programming	2	-	Explain the role of random numbers in security, beyond just cryptography (e.g. password generation, randomized algorithms to avoid algorithmic denial of service attacks).
IAS/Threats and Attacks	-	1	Describe risks to privacy and anonymity in commonly used applications.
IAS/Security Policy and Governance	-	1	Describe the concept of privacy including personally private information, potential violations of privacy due to security mechanisms, and describe how privacy protection mechanisms run in conflict with security mechanisms.
IAS/Secure Software Engineering	2	-	Apply the concepts of the Design Principles for Protection Mechanisms, the Principles for Software Security [2], and the Principles for Secure Design [1] on a software development project.
SE. Software Engineering	30	0	Select and apply appropriate software integration and testing techniques and practices to a given development effort in order to maximize value for a given scenario.
SE/Software Processes	3	-	Describe how programming in the large differs from individual efforts with respect to understanding a large code base, code reading, understanding builds, and understanding context of changes.
SE/Software Project Management	3	-	Describe different categories of risk in software systems.
SE/Tools and Environments	3	-	Describe how available static and dynamic test tools can be integrated into the software development environment.

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SE/Requirements Engineering	3	-	Conduct a review of a set of software requirements to determine the quality of the requirements with respect to the characteristics of good requirements.
SE/Software Design	3	-	Apply models for internal and external qualities in designing software components to achieve an acceptable tradeoff between conflicting quality aspects.
SE/Software Construction	3	-	Describe techniques, coding idioms and mechanisms for implementing designs to achieve desired properties such as reliability, efficiency, and robustness.
SE/Software Verification and Validation	3	-	Describe the role that tools can play in the validation of software.
SE/Software Evolution	3	-	Outline the process of regression testing and its role in release management.
SE/Software Reliability	3	-	Explain the problems that exist in achieving very high levels of reliability.
SE/Formal Methods	3	-	Describe the role formal specification and analysis techniques can play in the development of complex software and compare their use as validation and verification techniques with testing

Table 13. Course Outcome Mapping: CSC480 Computer Science Capstone - Design Lab

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
PL. Programming Languages	0	8	Develop a software solution that uses appropriate software techniques and methods to solve a real world problem.
PL/Object-Oriented Programming	-	1	Write an object-oriented program that solves a real world problem.
PL/Functional Programming	-	1	Write a functional program that solves a real world problem.
PL/Event-Driven and Reactive Programming	-	1	Develop fully functional event handlers for use in reactive systems

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PL/Basic Type Systems	-	1	For both a primitive and a compound type, informally describe the values that have that type
PL/Program Representation	-	1	Write a program to process some representation of code for some purpose, such as an interpreter, an expression optimizer, or a documentation generator.
PL/Language Translation and Execution	-	1	Sketch a low- level run-time representation of core language constructs, such as objects or closures
PL/Syntax Analysis	-	1	Identify key issues in syntax definitions: ambiguity, associativity, precedence.
PL/Compiler Semantic Analysis	-	1	Implement context-sensitive, source-level static analyses such as type-checkers or resolving identifiers to identify their binding occurrences.
SDF. Software Development Fundamentals	8	0	Develop a software solution designed from an algorithm using correct data types; data structures and debugging and testing strategies.
SDF/Algorithms and Design	2	-	Create algorithms for solving software development problems.
SDF/Fundamental Programming Concepts	2	-	Write programs that use primitive data types
SDF/Fundamental Data Structures	2	-	Write program that utilize appropriate data structures.
SDF/Development Methods	2	-	Apply a variety of strategies to the testing and debugging of software programs
SE. Software Engineering	20	0	Following a project plan and requirements specification to implement a software solution that includes testing and reliability of the final solution.
SE/Software Processes	2	-	Describe how software can interact with and participate in various systems including information management, embedded, process control, and communications systems.
SE/Software Project Management	2	-	Develop a project plan for a software

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			development project.
SE/Tools and Environments	2	-	Identify configuration items and use a source code control tool in a small team-based project
SE/Requirements Engineering	2	-	Identify both functional and non-functional requirements in a given requirements specification for a software system.
SE/Software Design	2	-	Use a design paradigm to design a simple software system, and explain how system design principles have been applied in this design.
SE/Software Construction	2	-	Describe the process of analyzing and implementing changes to code base developed for a specific project.
SE/Software Verification and Validation	2	-	Create and document a set of tests for a medium-size code segment.
SE/Software Evolution	2	-	Discuss the challenges of evolving systems in a changing environment.
SE/Software Reliability	2	-	List approaches to minimizing faults that can be applied at each stage of the software lifecycle
SE/Formal Methods	2	-	Apply formal specification and analysis techniques to software designs and programs with low complexity

Table 14. Course Outcome Mapping: CSC410 Graphics and Visualization

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
GV. Graphics and Visualization	2	4	-
GV/Fundamental Concepts	2	-	Identify and explain common uses of digital presentation to humans including how images can be represented by pixels.
GV/Basic Rendering	-	1	Develop foundational visualizations.
GV/Geometric Modeling	-	1	Contrast modeling approaches with respect to space and time complexity and quality of image
GV/Computer Animation	-	2	Use common animation software to construct simple organic forms
HCI: Human Computer	4	4	-

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HCI/Foundations	4	-	Discuss why human-centered software development is important and conduct a simple usability test
HCI/Designing Interaction	-	4	Create a simple application that supports a graphical user interface.

Table 15. Course Outcome Mapping: CSC475 Platform Based Development

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
PBD. Platform-Based Development	-	5	-
PBD. Introduction	-	1	Compare and contrast different platform-based development environments.
PBD. Web Platforms	-	1	Design and Implement a simple web application.
PBD. Mobile Platforms	-	1	Design and implement a mobile application for a given mobile platform.
PBD. Industrial Platforms	-	1	Discuss the constraints that a given industrial platforms impose on developers.
PBD. Game Platforms	-	1	Compare and contrast game programming with general purpose programming.

Table 16. Course Mappings for MIS350 Information Systems Analysis and Design

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
IM. Information Management	0	5	Develop conceptual and physical data models, using the most appropriate methods and techniques for a given problem
IM/Information Management Concepts	-	1	Critique an information application with regard to satisfying user information needs
IM/Database Systems	-	1	Cite the basic goals, functions, and models of database systems
IM/Data Modeling	-	1	Compare and contrast appropriate data models, including internal structures, for different types of data

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IM/Relational Databases	-	1	Prepare a relational schema from a conceptual model developed using the entity relationship model
IM/Information Storage And Retrieval	-	1	Explain basic information storage and retrieval concepts
IS. Intelligent Systems	0	2	Determine when an AI approach is appropriate for a given problem
IS/Fundamental Issues	-	1	Determine the characteristics of a given problem that an intelligent system must solve
IS/Basic Search Strategies	-	1	Describe the role of heuristics and describe the trade-offs among completeness, optimality, time complexity, and space complexity
NC. Networking and Communication	8	0	Understand how the networks behave and the key principles behind the organization and operation of the networks.
NC/Introduction	1	-	Describe the layered structure of a typical networked architecture.
NC/Networked Applications	1	-	List the differences and the relations between names and addresses in a network.
NC/Reliable Data Delivery	1	-	List the factors that affect the performance of reliable delivery protocols.
NC/Routing And Forwarding	1	-	Describe the organization of the network layer.
NC/Local Area Networks	1	-	Describe the interrelations between IP and Ethernet.
NC/Resource Allocation	1	-	Describe how resources can be allocated in a network.
NC/Mobility	1	-	Describe the organization of a wireless network.
NC/Social Networking	1	-	Evaluate a given interpretation of a social network question with associated data.
SE. Software Engineering	14	0	Diagram how software engineering encompasses all phases of the lifecycle of a software system, including requirements elicitation, analysis and specification; design; construction; verification and validation; deployment; and operation and maintenance

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SE/Software Processes	2	-	Describe how software can interact with and participate in various systems including information management, embedded, process control, and communications systems.
SE/Software Project Management	2	-	Use a project management tool to assist in the assignment and tracking of tasks in a software development project.
SE/Tools and Environments	2	-	Describe the difference between centralized and distributed software configuration management.
SE/Requirements Engineering	2	-	List the key components of a use case or similar description of some behavior that is required for a system.
SE/Software Design	1	-	Within the context of a single design paradigm, describe one or more design patterns that could be applicable to the design of a simple software system.
SE/Software Construction	1	-	Describe the process of analyzing and implementing changes to code base developed for a specific project.
SE/Software Verification and Validation	1	-	Distinguish between program validation and verification
SE/Software Evolution	1	-	Discuss the challenges of evolving systems in a changing environment.
SE/Software Reliability	1	-	Explain the problems that exist in achieving very high levels of reliability.
SE/Formal Methods	1	-	Explain the potential benefits and drawbacks of using formal specification languages.
SP. Social Issues and Professional Practice	0	10	Explain how social, ethical, legal and professional issues impact the larger societal context of computing.
SP/Social Context	-	1	Describe positive and negative ways in which computer technology (networks, mobile computing, cloud computing) alters modes of social interaction at the personal level.
SP/Analytical Tools	-	1	Evaluate ethical/social tradeoffs in technical decisions.

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SP/Professional Ethics	-	1	Identify ethical issues that arise in software development and determine how to address them technically and ethically.
SP/Intellectual Property	-	1	Discuss the rationale for the legal protection of intellectual property.
SP/Privacy and Civil Liberties	-	1	Discuss the philosophical basis for the legal protection of personal privacy.
SP/Professional Communication	-	1	Write clear, concise, and accurate technical documents following well-defined standards for format and for including appropriate tables, figures, and references.
SP/Sustainability	-	1	Identify ways to be a sustainable practitioner.
SP/History	-	1	Identify significant continuing trends in the history of the computing field.
SP/Economies of Computing	-	1	Identify several ways in which the information technology industry is affected by shortages in the labor supply.
SP/Security Policies, Laws and Computer Crimes	-	1	Examine the ethical and legal issues surrounding the misuse of access and various breaches in security.

Table 17. Course Mappings for: MIS407 Database Concepts

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
IM. Information Management	26	-	
IM/Information Management Concepts	3	-	Study and contrast the current popular desktop and enterprise relational database management systems (RDBMSs).
IM/Database Systems	3	-	Describe the basic data structure, integrity, and manipulation components of Dr. Codd's relational model and their relationship to database tables.
IM/Data Modeling	2	-	
IM/Indexing	2	-	Describe the importance of primary keys, foreign keys, and other key types.

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IM/Relational Databases	2	-	Describe the eight basic relational algebra operations and how they relate to SQL.
IM/Query Languages	2	-	Utilize SQL to perform more advanced SQL queries and reports
IM/Transaction Processing	2	-	Describe how online transaction processing (OLTP) and data warehousing relational databases are used for client/server databases, Web based E-commerce systems, service-oriented architectures (SOAs), online analytical processing (OLAP), and data mining.
IM/Distributed Databases	2	-	Explain the techniques used for data fragmentation, replication, and allocation during the distributed database design process.
IM/Physical Database Design	2	-	Using the concepts of functional dependency and normalization, perform 1NF (first normal form), 2NF (second normal form), and 3NF (third normal form) normalization to remove redundant data.
IM/Data Mining	2	-	Utilize graphical features and basic SQL statements in order to create relational database tables, populate them, and query them.
IM/Information Storage And Retrieval	2	-	Describe the role of embedded SQL in developing enterprise database applications.
IM/MultiMedia Systems	2	-	Utilize graphical features and basic SQL statements in order to create relational database tables, populate them, and query them.

Table 18. Course Mappings for: ITS315 Introduction to Networks

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
NC. Networking and Communication	25	-	Recommend appropriate network design and management strategies

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			for different enterprise environments.
NC/Introduction	4	-	Describe the layered structure of a typical networked architecture.
NC/Networked Applications	3	-	List the differences and the relations between names and addresses in a network.
NC/Reliable Data Delivery	3	-	Describe the operation of reliable delivery protocols.
NC/Routing And Forwarding	3	-	Describe the organization of the network layer.
NC/Local Area Networks	3	-	Describe how frames are forwarded in an Ethernet network.
NC/Resource Allocation	3	-	Describe how resources can be allocated in a network.
NC/Mobility	3	-	Describe the organization of a wireless network
NC/Social Networking	3	-	Discuss the key principles (such as membership, trust) of social networking.

Table 18. Course Mappings for: ITS315 Introduction to Networks

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
NC. Networking and Communication	25	-	Recommend appropriate network design and management strategies for different enterprise environments.
NC/Introduction	4	-	Describe the layered structure of a typical networked architecture.
NC/Networked Applications	3	-	List the differences and the relations between names and addresses in a network.
NC/Reliable Data Delivery	3	-	Describe the operation of reliable delivery protocols.
NC/Routing And Forwarding	3	-	Describe the organization of the network layer.
NC/Local Area Networks	3	-	Describe how frames are forwarded in an Ethernet network.
NC/Resource Allocation	3	-	Describe how resources can be allocated in a network.
NC/Mobility	3	-	Describe the organization of a wireless network
NC/Social Networking	3	-	Discuss the key principles (such as

membership, trust) of social networking.

Table 19. Course Mappings for: ITS415 Principles of Cyber Security

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
IAS. Information Assurance and Security (distributed)	35	-	
Knowledge Area and Topic	1	-	<ol style="list-style-type: none"> 1. Develop the ability to recognize technical and organizational computer security issues. 2. Develop an appreciation for the importance of communication security and how it impacts the overall security of an enterprise 3. Develop an understanding of various kinds of cyber attacks 4. Evaluate the impact of hacker and computer espionage activities on the overall security of the organization 5. Evaluate aspects of vulnerability scanning, forensics and cyber detection in ensuring information security
AR/Assembly Level Machine Organization	2	-	
AR/Memory System Organization and Architecture	2	-	
AR/Multiprocessing and Alternative Architectures	1	-	
HCI/Foundations	1	-	
HCI/Human Factors and Security	1	-	
IM/Information Management Concepts	1	-	
IM/Transaction Processing	1	-	
IM/Distributed Databases	1	-	
IS/Reasoning Under Uncertainty	1	-	
NC/Introduction	1	-	
NC/Networked Applications	1	-	
NC/Reliable Data Delivery	1	-	
NC/Routing and Forwarding	1	-	
NC/Local Area Networks	2	-	
NC/Resource Allocation	2	-	
NC/Mobility	2	-	
OS/Overview of OS	2	-	
OS/OS Principles	1	-	
OS/Concurrency	1	-	
OS/Scheduling and Dispatch	1	-	
OS/Memory Management	1	-	

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OS/Security and Protection	1	-
OS/Virtual Machines	1	-
OS/Device Management	1	-
OS/File Systems	1	-
OS/Real Time and Embedded Systems	1	-
OS/Fault Tolerance	1	-
OS/System Performance Evaluation	1	-

Table 20. Course Mapping for: MIS440 Cloud Computing and Big Data

Knowledge Unit /Topics Covered	Tier 1 Hours	Tier 2 Hours	Course Outcomes/example learning module outcomes
OS. Operating Systems	2	-	<ol style="list-style-type: none"> 1. Compare and contrast the advantages and challenges of cloud computing. 2. Describe the challenges involved with managing big data. 3. Describe and analyze the interrelationships between cloud computing and big data. 4. Describe the service types and deployment types of cloud computing. 5. Apply different virtualization techniques to provide resources for cloud computing solutions. 6. Identify and propose the best strategies and practices for managing cloud computing resources. 7. Examine and analyze some of the current vendor solutions offering cloud computing solutions for applications. 8. Analyze and select application development guidelines and technologies to best leverage cloud computing offerings. 9. Describe and appraise the potential security threats involved with cloud computing and propose how these can best be mitigated. 10. Predict the possible future impact of cloud computing applications and describe greater need for management of big data.
OS/Virtual Machines	2	-	
IAS. Information Assurance and Security (distributed)	6	-	
PD/Cloud Computing	2	-	
SF/Virtualization and Isolation	2	-	
SF/Reliability through Redundancy	2	-	

The Board of Governors of the Colorado State University System
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MATTERS FOR ACTION:

Approval of the Colorado State University System Board of Governors Policy 314.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approves and adopts the Colorado State University System Policy 314 for Approval of Degree Candidates.

EXPLANATION PRESENTED BY: Michael D. Nosler, General Counsel.

In October 2013, the Board of Governors of the Colorado State University System (Board) approved an updated Policy and Procedures Manual to govern how the Board discharges its constitutional and statutory responsibilities. From time to time, in order to follow best practices or to comply with new statutory regulations, the Policy and Procedures Manual will need to be either amended or augmented in order to continue to responsibly administer governance functions on behalf of the Colorado State University System.

Accordingly, pursuant to CRS 23-30-119 and upon the recommendation of the Academic Affairs Committee, Policy 314 sets forth the responsibility and process of the Board to approve in advance degree candidates for the institutions it governs. The approval will be done on an annual basis. This process will avoid the necessity of seeking approval for each graduating cohort from the three institutions.

Upon approval of the aforementioned new policy, the Policy and Procedures Manual will be amended accordingly, both in the official hard copy maintained in the Office of the Chancellor and on the CSUS website.

 Approved

 Denied

 Scott C. Johnson, Board Secretary

 Date

COLORADO STATE UNIVERSITY SYSTEM

Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS

Policy 314: Approval of Degree Candidates

Board Policy:

Pursuant to CRS 23-30-119, upon recommendation of the Academic Affairs Committee, the Board approves all degree candidates for the institutions it governs.

Procedures:

1. Based on degree requirements established by their respective Faculties, and audited by their Registrars, the Board with the advice of the institutions it governs, grants degrees periodically upon student completion of the various degree programs offered by the institutions.
2. The Board of Governors acknowledges that the institutions have the flexibility to alter or waive certain degree requirements as may be desired, required or deemed necessary, subject to accreditation and other requirements.
3. The Board approves in advance all degree candidates. This shall be done at least annually. The Board will typically grant approval to all institutions for the upcoming academic year (independent of the frequency with which the institution actually issues the degrees or diplomas).
4. Each institution shall submit to the Board an annual report of degrees granted in the prior year.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
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MATTERS FOR ACTION:

Approval of Degree Candidates for Academic Year 2014-15

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at Colorado State University, Colorado State University – Pueblo, and Colorado State University – Global Campus at the end of the each cohort during the Academic Year 2014-15.

EXPLANATION:

Presented by Michael D. Nosler, General Counsel, and Dr. Rick Miranda, Chief Academic Officer, CSU System

Based on degree requirements established by their respective Faculties, and audited by their Registrars, each CSU System institution grants degrees periodically upon student completion of the various degree programs offered by the institutions. Pursuant to CRS 23-30-119 and in accordance with Policy 314, upon recommendation of the Academic Affairs Committee the Board approves all degree candidates for the institutions it governs at least annually.

Approval of Degree Candidates
Academic Year 2014-15

Board of Governors of the Colorado State University System
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 Action Item

MATTERS FOR ACTION:

New Special Academic Unit: School of Global Environmental Sustainability

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Office of the Provost – Colorado State University, to establish a new Special Academic Unit entitled School of Global Environmental Sustainability. If approved, this Special Academic Unit will be effective Fall Semester 2014.

EXPLANATION:

Presented by Tony Frank, President.

The School of Global Environmental Sustainability is applying to become a Special Academic Unit to conform to University guidelines for intra-university interdisciplinary programs. SoGES is beginning its sixth year, began a minor in 2011, and would like to begin consideration of an interdisciplinary degree granting program. There is considerable interest in an undergraduate major that would be available to serve the students and provide more depth for all eight colleges. Currently, there are 41 participating core faculty from eight colleges who are supportive of the SAU.

The School does not seek to make major changes in the day-to-day organizational and decision-making structure, which is guided by the SoGES Executive Committee composed of faculty and researchers from the colleges. They have, however, outlined a more detailed structure in appreciation of the responsibility that a degree-granting unit has. This includes an Academic Oversight Committee, an SAU Executive Committee, and a Curriculum Committee.

 Approved

 Denied

 Board Secretary

 Date



School of Global Environmental Sustainability

107 Johnson Hall
Fort Collins, Colorado 80523-1036

(970) 491-2504
Fax: (970) 492-4130

March 2, 2014

Dr. Rick Miranda
Provost, Colorado State University

Subject: Special Academic Unit (SAU)

Dear Dr. Miranda:

Enclosed for your consideration are documents from the School of Global Environmental Sustainability (SoGES). We are hopeful for your support in our application to have a Special Academic Unit (SAU) as specified by Section C.2.8 of the *Academic Faculty and Administrative Professional Manual*.

SoGES is applying for an SAU because we wish to conform to University guidelines for intrauniversity interdisciplinary programs. SoGES is beginning its sixth year and began a Minor in 2011, and would like to begin consideration of an interdisciplinary degree granting program. At present, SoGES has 183 minors, an increase from zero in 2010 and we have graduated a total of 52 Minors as of December 2013. The Minor serves the purpose of being available to undergraduates of all 8 colleges, but there is considerable interest in an undergraduate major that would be available to serve the students, and provide more depth, for all colleges. SoGES additionally teaches a graduate level course. Currently, there are 41 participating Core Faculty from 8 Colleges, who are supportive of the SAU, and we anticipate there will be more Core Faculty applications to be reviewed by the SAU Executive Committee. The Curriculum Committee of SoGES is comprised of one representative of each College, the Library, the SoGES associate director of education, SoGES academic coordinator and one graduate and one undergraduate student representative.

In our application to organize our structure for an SAU, we do not seek to make major changes in our SoGES Code detailing our day-to-day organizational and decision-making structure, which is guided by our SoGES Executive Committee composed of faculty and researchers representing colleges. We have, however, outlined a more detailed structure for the SAU, in appreciation of the responsibility that a degree-granting unit has, that includes an Academic Oversight Committee, an SAU Executive Committee, the Curriculum Committee and Core Member Faculty that apply and are approved by the SAU Executive Committee.

We have collected MOUs from our participating SAU Core Faculty, department chairs and college deans (Attachment 1) to ensure that the SAU program will operate in a cooperative, participatory fashion. The SAU will create no new administrative or workload burden on either SoGES SAU core

faculty or their home departments. Our Code (Attachment 2) has been approved, and the documents requesting SAU status approved on March 3, 2014.

On behalf of the many faculty participating in SoGES, we would very much appreciate your support so that we can complete this review process within the university to be approved by Faculty Council in time for the SAU to be executed by the Board of Governors for a July 1, 2014 start date.

Please contact me should you require further information

Best regards,

Diana H Wall

Diana H. Wall
University Distinguished Professor
Director, School of Global Environmental Sustainability
Professor, Department of Biology
Senior Research Scientist, Natural Resource Ecology Laboratory

ATTACHMENT #1

Memorandum of Understanding (MOU) signed by participating department chairs and college deans.

The following list shows participating colleges, along with the number of faculty participants from within each college.

College of Agricultural Sciences - 6 Members

College of Business – 2 Members

College of Engineering – 5 Members

College of Health & Human Sciences – 4 Members

College of Liberal Arts – 10 Members

Libraries – 1 Member

Warner College of Natural Resources – 7 Members

College of Natural Sciences – 4 Members

College of Veterinary Medicine and Biomedical Sciences – 2 Members

List of Faculty Participating from the College of Agricultural Sciences (as of March 2014):**Thomas Borch****Cynthia Brown****Eugene Kelly****Stephan Kroll****Jan E. Leach****Susan Melzer-Drinnen**



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Agricultural Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for THOMAS BORCH as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.


The requirements for an appointment in SoGES as a core faculty member are as follows:

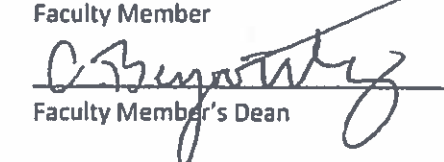
- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University


Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:


- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean


Faculty Member's Department Chair

 1/28/14
Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 29, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Agricultural Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for Cynthia (Cini) Brown as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

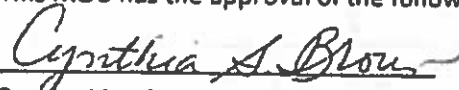
- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

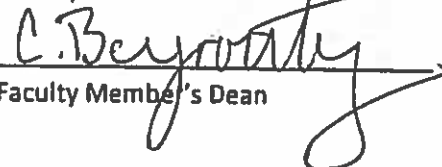
Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)

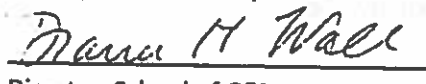
Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean


Faculty Member's Department Chair


Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Agricultural Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for Eugene Kelly as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.


The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:



Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Agricultural Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for Stephen Kroll as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:


- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:



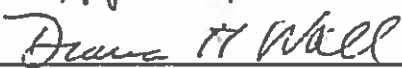
Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Agriculture. This MOU was developed to support our partnership in the School and describes the terms of appointment for Jan E. Leach as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

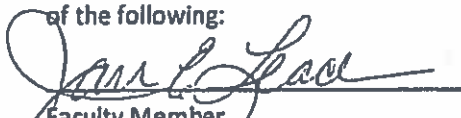
The requirements for an appointment in SoGES as a core faculty member are as follows:


- Must hold an appointment as a faculty member, affiliate faculty member, Instructor or any other Administrative Professional appointment at Colorado State University


Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean


Faculty Member's Department Chair


Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Agricultural Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for Susan Melzer-Drienen as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

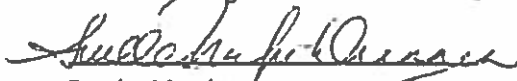
The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University


Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

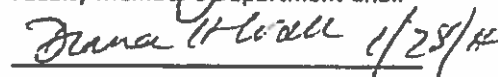
- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean


Faculty Member's Department Chair

 1/28/14
Director, School of GES

List of Faculty Participating from the College of Business (as of March 2014):**Thomas Dean****Susan Golicic**



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Business. This MOU was developed to support our partnership in the School and describes the terms of appointment for Susan Golieic as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.


The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

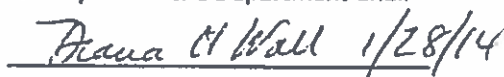
- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean


Faculty Member's Department Chair

 1/28/14
Director, School of GES

List of Faculty Participating from the College of Engineering (as of March 2014):**Neil Grigg****A.R. Ravishankara****Kenneth Reardon****Sybil Sharvelle****David W.J. Thompson**



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
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January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Engineering. This MOU was developed to support our partnership in the School and describes the terms of appointment for Neil Grigg as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:

Neil S. Grigg

Faculty Member

ARM

Faculty Member's Dean

Charles D. Shandell

Faculty Member's Department Chair

Deanna H. Wall

Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of ENGINEERING. This MOU was developed to support our partnership in the School and describes the terms of appointment for A.R. RAVISHANKARA as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)

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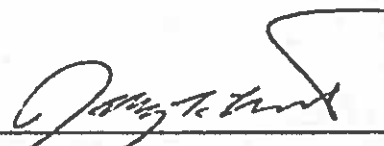
This MOU has the approval of the following:



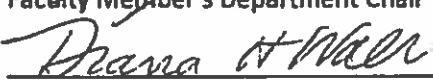
Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Engineering. This MOU was developed to support our partnership in the School and describes the terms of appointment for Professor Kenneth F. Reardon as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean

 1/21/2014
Faculty Member's Department Chair

 1/28/14
Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Engineering. This MOU was developed to support our partnership in the School and describes the terms of appointment for Professor Kenneth F. Reardon as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.


The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

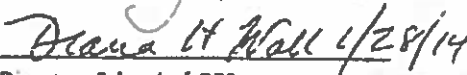
- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g. attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean


Faculty Member's Department Chair


Director, School of GES



School of Global Environmental Sustainability

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Fort Collins, Colorado 80523-1036
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January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Business. This MOU was developed to support our partnership in the School and describes the terms of appointment for David J. ... as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:

[Signature]
Faculty Member

[Signature]
Faculty Member's Dean

[Signature]
Faculty Member's Department Chair

[Signature]
Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Engineering. This MOU was developed to support our partnership in the School and describes the terms of appointment for DAVID WS THOMPSON as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:

Faculty Member

Faculty Member's Dean

Faculty Member's Department Chair

Director, School of GES

List of Faculty Participating from the College of Health and Human Sciences (as of March 2014):

Nancy A. Banman

Brian Dunbar

Scott Glick

William M. Timpson



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Health & Human Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for Nancy A. Barman as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:



Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of HEALTH & HUMAN SCIENCES. This MOU was developed to support our partnership in the School and describes the terms of appointment for BRIAN DUNBAR as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU ~~department within that department's~~ ^{bd} College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their ~~home department~~ ^{bd} ~~and~~ home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

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- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:

Faculty Member

Faculty Member's Dean

~~Faculty Member's Department Chair~~ N/A

Director, School of GES



School of Global Environmental Sustainability

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January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Health & Human Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for Scott Glade as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

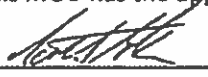
- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

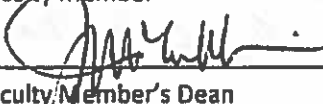
- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:



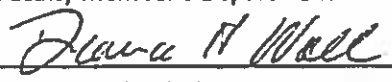
Faculty Member



Faculty Member's Dean

 1/27/14

Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of HEALTH AND HUMAN SCIENCES. This MOU was developed to support our partnership in the School and describes the terms of appointment for WILLIAM M. TIMPSON as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:

WMT TIMPSON

Faculty Member

J. M. Whelan
Faculty Member's Dean

Mark Smithe
Faculty Member's Department Chair

Diana A. Wael 1/28/14
Director, School of GES

List of Faculty Participating from the College of Liberal Arts (as of March 2014):

Michele Betsill

Philip Cafaro

Sue Ellen Campbell

Joe Champ

Robert Duffy

Kathleen Galvin

Adrian Howkins

Lori Peek

Kyle Saunders

Peter Leigh Taylor

List of Faculty Participating in the Libraries (as of March 2014):

Amy Hoseth



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Liberal Arts. This MOU was developed to support our partnership in the School and describes the terms of appointment for Michele Betsill as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:

Michele Betsill ^{Faculty member}
Faculty Member
Kelly Song
Faculty Member's Dean

Robert Duffy
Faculty Member's Department Chair
Diana H. Wall 1/28/14
Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Liberal Arts. This MOU was developed to support our partnership in the School and describes the terms of appointment for Philip Cafaro as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:

Philip Cafaro
Faculty Member

x Kelly Song
Faculty Member's Dean

Jan Ke
Faculty Member's Department Chair

Diana H. Well
Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
 1036 Campus Mail
 Fort Collins, Colorado 80523-1036
 (970) 492-4215
 sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Liberal Arts. This MOU was developed to support our partnership in the School and describes the terms of appointment for Sue Ellen Campbell as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:

Sue Ellen Campbell

Faculty Member

Kelly Song

Faculty Member's Dean

Joann Reid

Faculty Member's Department Chair

Diana H. Hill

Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Liberal Arts. This MOU was developed to support our partnership in the School and describes the terms of appointment for Joe Champ as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.


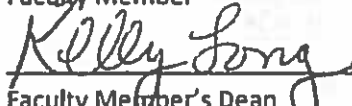
The requirements for an appointment in SoGES as a core faculty member are as follows:

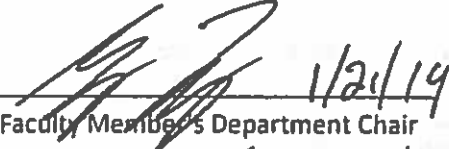

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:


Faculty Member

Faculty Member's Dean

 1/21/14
Faculty Member's Department Chair
 1/28/14
Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of LIBERAL ARTS. This MOU was developed to support our partnership in the School and describes the terms of appointment for Robert Duffy as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:

Robert Duffy
Faculty Member
Kelly Long
Faculty Member's Dean

Robert Duffy
Faculty Member's Department Chair
Franca U'Neil
Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Linear Arts. This MOU was developed to support our partnership in the School and describes the terms of appointment for Kathleen Galwin as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:

Kathleen Galwin

Faculty Member

Kelly Song

Faculty Member's Dear

[Signature]

Faculty Member's Department Chair

[Signature]

Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of LIBERAL ARTS. This MOU was developed to support our partnership in the School and describes the terms of appointment for ADRIAN HOWKINS as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean


Faculty Member's Department Chair


Director, School of GES

1-21-14

1/28/14



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Liberal Arts. This MOU was developed to support our partnership in the School and describes the terms of appointment for Lori Peek as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

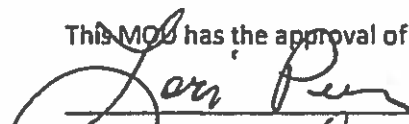
- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:


- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.


This MOU has the approval of the following:



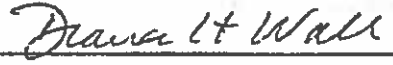
Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of LIBERAL ARTS. This MOU was developed to support our partnership in the School and describes the terms of appointment for KYLE SAUNDERS as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:


- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:



Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Liberal Arts. This MOU was developed to support our partnership in the School and describes the terms of appointment for Peter Leigh Taylor as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

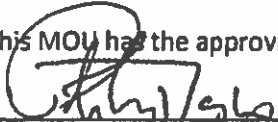
- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:



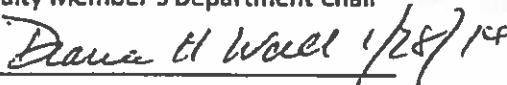
Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the ~~College of~~ University Libraries. This MOU was developed to support our partnership in the School and describes the terms of appointment for Amy Holseth as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.



The requirements for an appointment in SoGES as a core faculty member are as follows:

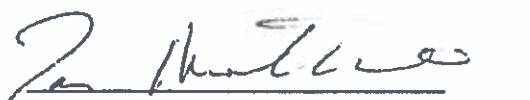
- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:


Faculty Member

Faculty Member's Dean


Faculty Member's Department Chair
Diana G. Wall 1/28/14
Director, School of GES

List of Faculty Participating from the Warner College of Natural Resources (as of March 2014):**Delwin E. Benson****Tony Cheng****Rich Conant****Melinda Laituri****Barry R. Noon****Liba Peschar****Sarah Reed**



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of ~~Water~~ Water College of Natural Resources. This MOU was developed to support our partnership in the School and describes the terms of appointment for Dr. Dolwin E. Benson as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:


- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

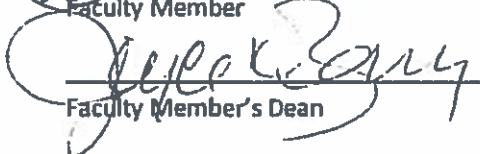
Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:


- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses


Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean


Faculty Member's Department Chair


Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of NATURAL RESOURCES. This MOU was developed to support our partnership in the School and describes the terms of appointment for TONY CHEN as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean


Faculty Member's Department Chair


Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Natural Resources. This MOU was developed to support our partnership in the School and describes the terms of appointment for Rich Conant as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:



Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Warner College of Natural Resources. This MOU was developed to support our partnership in the School and describes the terms of appointment for Melinda Laituri as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

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- Participate in meetings
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- Teach and/or participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:

Melinda Laituri
Faculty Member

Debra Honey
Faculty Member's Dean

Cheryl Moore
Faculty Member's Department Chair

Francis Stuber
Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Natural Resources. This MOU was developed to support our partnership in the School and describes the terms of appointment for Dr. Barry R. Noon as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

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This MOU has the approval of the following:

Barry R. Noon

Faculty Member

Judi Zenny

Faculty Member's Dean

Ken Wilson

Faculty Member's Department Chair

Diana H. Hall

Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of NATURAL RESOURCES. This MOU was developed to support our partnership in the School and describes the terms of appointment for LISA PESCHER as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

Core Faculty membership is a privilege that carries certain responsibilities to the program. All members of the core faculty are expected to participate in one or more of the following activities:

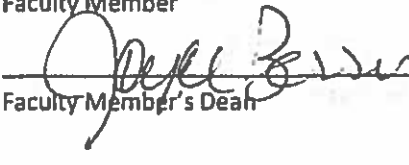
- Serve on SoGES committees
- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)

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This MOU has the approval of the following:



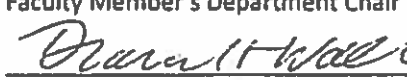
Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Natural Resources. This MOU was developed to support our partnership in the School and describes the terms of appointment for Sarah Reed as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

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- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:


Faculty Member


Faculty Member's Dean


Faculty Member's Department Chair


Director, School of GES

List of Faculty Participating from the College of Natural Sciences (as of March 2014):**W. Chris Funk****Alan K. Knapp****N. Leroy Poff****A.R. Ravishankara**



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
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January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Natural Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for W. Chris Funk as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

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- Teach and/or participate in GES related courses

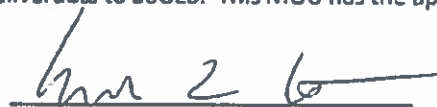
Significant workload expectations will be negotiated with the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES. This MOU has the approval of the following:



Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
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January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Natural Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for Alan K. Wang as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

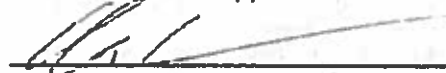
- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

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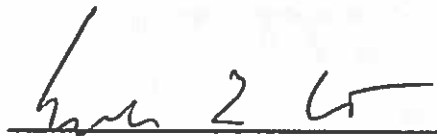
This MOU has the approval of the following:



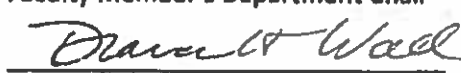
Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES

2/28/14



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Natural Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for N. LeRoy Poff as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

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- Must hold an appointment as a faculty member, affiliate faculty member, instructor or any other Administrative Professional appointment at Colorado State University

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- Participate in meetings
- Participate in activities (e.g., attending talks, seminars, workshops, submitting proposals to SoGES for working groups, nominating early career scientists for SoGES Sustainability Fellows Program)
- Teach and/or participate in GES related courses

Any special expectations of a particular individual that may substantially affect their workload allocation require approval by the department chair. This includes the teaching of a class. Other than the activities listed above for faculty, the Departments and Colleges are not requested to provide any funding or any tangible deliverable to SoGES.

This MOU has the approval of the following:

N. LeRoy Poff 1/30/14

Faculty Member

D. Meyer
Faculty Member's Dean

Ken Ziegler 1/31/14

Faculty Member's Department Chair

Paula H. Waele 2/28/14
Director, School of GES



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mall
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of NATURAL SCIENCES. This MOU was developed to support our partnership in the School and describes the terms of appointment for A. R. RAVISHANKARA as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

The requirements for an appointment in SoGES as a core faculty member are as follows:

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This MOU has the approval of the following:

Faculty Member

Faculty Member's Dean

Faculty Member's Department Chair

Director, School of GES

List of Faculty Participating from the College of Veterinary and Biomedical Sciences (as of March 2014):

Brian Foy

Howard Ramsdell



School of Global Environmental Sustainability

108 Johnson Hall
1036 Campus Mail
Fort Collins, Colorado 80523-1036
(970) 492-4215
sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Veterinary & Biomedical Sciences. This MOU was developed to support our partnership in the School and describes the terms of appointment for Brian Fry as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

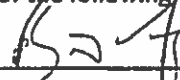
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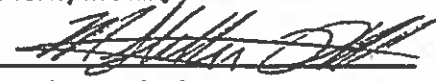
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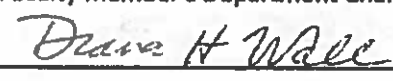
Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES



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sustainability.colostate.edu

January 16, 2014

RE: Faculty Memorandum of Understanding

The following is a Memorandum of Understanding (MOU) between the School of Global Environmental Sustainability (SoGES) and the College of Vet. Med. and Biomed. Sci. This MOU was developed to support our partnership in the School and describes the terms of appointment for Howard Ramsdell as a member of the core faculty of SoGES at CSU.

All members of SoGES will maintain their academic home in a CSU department within that department's College. Their entire academic appointment, tenure and promotion decisions, faculty evaluations, salary exercises, post-tenure review, and all other faculty matters will remain within their home department and home College.

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This MOU has the approval of the following:



Faculty Member



Faculty Member's Dean



Faculty Member's Department Chair



Director, School of GES

ATTACHMENT #2

**The Code for the Special Academic Unit
of the School of Global Environmental Sustainability
at Colorado State University**

I. Program Mission

The Mission of the School of Global Environmental Sustainability (hereafter, SoGES) is to support and facilitate the generation of new knowledge at CSU that can be used to develop science based solutions to global environmental problems. For these solutions to be successful, they must be built on a foundation of sustainability that values a framework that integrates social, environmental, economic interests.

A. The School will:

1. Address global-scale environmental challenges, including: climate change, land use change, food security, poverty, inequality, water management, and population growth.
2. Integrate across CSU's colleges to create a new research infrastructure to capitalize on the University's disparate strengths in environmental research.
3. Educate the next generation of environmental leaders and build environmental literacy into all University curricula.

Vision: The School will generate innovative, high quality interdisciplinary research and education in sustainability science, while communicating the solutions and the process used to develop them, to students in the classroom, citizens and stakeholders, and policymakers from local governments to international governing bodies.

II. Structure

- A. The School's Code for operation is attached. This document contains the Code for the Special Academic Unit that (SAU) will operate under the School's Code.
- B. The SAU will be housed under the Provost and Executive Vice President of CSU who has primary oversight for the SoGES Budget.
- C. SAU Academic Oversight Committee (AOC)
 1. The School's Special Academic Unit will be jointly administered by an Academic Oversight Committee (AOC) comprised of six members of equal voting authority: the Provost, Vice Provost for Undergraduate Affairs, the Dean of the Graduate School and three deans serving on a rotating basis. Each Dean will serve for three years on the committee. They will administer the SAU on behalf of all departments and colleges with faculty members in the School. The order of rotation of the Deans on the board shall be: 1. Veterinary Medicine and Biomedical Science 2. Agricultural Sciences 3. Engineering 4. Health and Human Sciences 5. Business 6. Liberal Arts 7. Natural Resources 8. Natural Sciences. The GDPE Director will be a non-voting, ex-officio member of the AOC. All six members will have equal voting rights on any structural, policy or budgetary issues brought by the committee for action by the Director or committee members. The Provost will chair the AOC. All eight colleges that currently participate in SoGES will be represented by the three AOC Deans. Participating colleges and departments that are represented by the AOC are determined by faculty membership, as detailed below.
 2. Duties of the SAU AOC
 - a. The committee will meet at least once a year with the SoGES Director. The purpose of the committee will be an update by the SoGES Director and staff on the overall status of SoGES programs, to be apprised of challenges, successes, budgetary needs and any other issues.
- D. Director of SoGES
 1. The principal administrative officer of SoGES is the Director who will be responsible to the Academic Oversight Committee for the SAU. The term of office for the Director is detailed in the SoGES Code (attached and repeated here as follows: "The Director is reviewed annually and shall have a term of office of 5 years subject to satisfactory performance. The Director must be tenured and hold the academic rank of Associate Professor or Professor. The Director is appointed by the Provost in consultation with the Special Academic Unit (SAU) Academic Oversight Committee, SAU Executive

committee, SAU Core Faculty and SoGES Executive Council (see SoGES Code, Attached) and others.

- a. To convene and chair the Executive Committee, as a non voting member except in the case of ties (approximately monthly)
- b. To act as spokesperson for SoGES in meetings with the Provost/Academic Vice President, Vice President for Research, the Deans and externally to other universities and public.
- c. To appoint ad hoc committees.
- d. To oversee elections of members to the SAU Executive Committee, SoGES Special Academic Unit Core Faculty, the Curriculum Committee and other SAU program committees.
- e. To be an *ex officio* member of standing committees and coordinate the functions of the Curriculum and Program committees.
- f. To arrange staffing for GES prefixed courses in consultation with Department Heads from participating departments.
- g. To foster communication and collaboration among all members of the Core faculty and students of SoGES.
- h. To submit an annual report to the Academic Oversight Committee and other reports as required by other CSU entities.

E. Associate Director of Education for the SoGES SAU

1. The Associate Director of Education must hold faculty rank at CSU and be a Core Faculty member. The associate Director is appointed for SAU operations for 1 year (subject to satisfactory performance) by the Director in consultation with the Core Faculty of the SAU Executive Committee and the Academic Oversight Committee and reports the Director on all issues that pertain to her/his role.
2. Duties of the Associate Director include:
 - a. Chair the Curriculum Committee
 - b. Participate as a voting member in the Executive Committee.
 - c. Advise the Director and oversee the development and delivery of new SoGES courses and programs
 - d. Assist with developing the Strategic Plan and Annual Report
 - e. Oversee the Sustainability Leadership Fellows Program
 - f. Represent the Director as necessary on committees, task force and other activities pertaining to undergraduate and graduate education and outreach.
 - g. Oversee the SoGES Student Sustainability Center.
 - h. Oversee student inquiries into the School
 - i. Oversee the Academic Coordinator
 - j. Oversee instructors for SoGES classes

F. Executive Committee of the SoGES Academic Unit

1. The Executive Committee shall consist of eight SoGES Core Faculty, one from each college, three at-large Core Faculty, two at large members will represent interdisciplinary research and education centers and the Director of the SoGES Student Sustainability Center . The SoGES Associate Directors will be voting members.
2. Executive Committee members will serve staggered three-year terms. The eight committee members representing colleges will be suggested by the colleges, and the outgoing committee members, as appropriate. The three at-large members will be elected by the Executive Committee. Two at-large non-voting members will be suggested to the Executive Committee for election to assure representation from integrated research and education centers and emerging areas of sustainability. The Director of the Student Sustainability Center will represent students and be a non-voting member.

3. The SoGES Director will chair the committee as a non-voting member unless there is a tie. The Associate Director(s) shall serve as voting members of the Executive Committee.
 4. Duties of the Special Academic Unit Executive Committee include:
 - a. Advising the Director on all activities associated with running the SAU of SoGES including:
 - i. Guiding policy development and alterations to the program, with the Director having the final decision-making authority for policy; disputes between the Director and Executive Committee can be taken to the Administrative Oversight Committee.
 - ii. Reviewing and approval of applicants for SoGES Core Faculty
 - iii. Identifying educational initiatives and reviewing the SoGES curriculum periodically
 - iv. Formulating strategic direction
 - v. Performing SoGES SAU self-evaluations
 - vi. Unless otherwise stated in the code or voted by the Core Faculty acting as a committee of the whole, other decisions that involve procedural matters require only a simple majority of the Executive Committee.
- G. SAU Curriculum Committee (CC)
1. The SoGES Curriculum Committee consists of the following voting members: the Associate Director for Education as chair, one faculty representative from each college and one representative from the CSU Library appointed by the respective Dean, the Academic Coordinator of SoGES, and a graduate and undergraduate student representative; and any non-voting members from other relevant administrative units or organizations as determined by the Curriculum Committee from time to time. College representatives will serve as liaisons between SoGES SAU and their College Curriculum Committees. Initial members of the Curriculum Committee will serve for a period of two years. Thereafter, the term of service for non-student members is 3 years, which will be staggered, and one year for student members. All non-student members must be Core Faculty of SoGES SAU.
 2. The cycle for each term of service for colleges is as follows
 - Year 1: HHS, NS and Engineering
 - Year 2: LA, Library, NR
 - Year 3: Vet-Med, Ag, Business
 3. Duties of the Curriculum Committee
 - a. Review all courses proposed for a GES course designation or endorsement and programs proposed for SoGES.
 - i. Endorsed Courses
 1. Endorsed courses may be any undergraduate or graduate course taught at CSU that have strong Global Environmental Sustainability content.
 - ii. GES Courses
 1. A course with a GES subject code will be explicitly inter- or multi-disciplinary, and will promote proficiency and leadership in global environmental sustainability.
 2. The course will address environmental, social and economic aspects of sustainability
 - iii. Administer Academic Programs
 1. The Curriculum Committee in consultation with the directors can establish subcommittees responsible for the oversight of academic programs. These programs must be consistent with the mission of SoGES.

2. The Curriculum Committee oversees the Global Environmental Sustainability Minor
3. Proposals related to all academic programs administered by SoGES must be approved by the CC and will be in accordance with the CSU Curricular Policy and Procedures Handbook.
- iv. The SoGES CC will be forwarded to the University Curriculum Committee

II. Membership in the SoGES SAU

A. Membership for SoGES is detailed in the SoGES Code (see attached).

1. The SAU Executive Committee and SoGES Associate Director of Education will establish policy guidelines for SoGES Core Faculty.
2. Core Faculty Membership: SoGES SAU core faculty membership is open to all five types of faculty appointments recognized by CSU (See Academic Faculty and Administrative Professional Manual E.1). CSU faculty holding ranks of professor, associate professor, assistant professor, instructor or faculty affiliate, including those with regular, special, joint, temporary or transitional appointments, as well as emeritus faculty, who have the expertise and willingness to contribute to the mission of SoGES may become full voting members of SoGES.
 - a. Election of Core Faculty:
 - i. An applicant must have been approved as a SoGES Scholar (see SoGES Code). The applicant must provide a formal application to the Associate Director of Education and Executive Committee consisting of current curriculum vitae and a statement of (1) current interests in SoGES focal areas, (2) areas of expertise and involvement in teaching current courses related to the SoGES mission, (3) ideas pertaining to sustainability research, education and outreach, (4) other ideas for functioning as a SoGES Core Faculty member.
 - ii. Departmental participation is required for all CSU faculty who want to join SoGES. Each participating department will sign a Memorandum of Understanding (MOU) approving the membership and participation of the new SoGES core faculty member. This MOU will be evaluated every five years. If a new SoGES faculty wants to join from a department where a MOU is already in force, the SoGES Associate Director of Education or SoGES Director will notify the Department Chair of the new membership, so that the list of participating faculty from that home department can be updated. The applicant's curriculum vitae and statement will be reviewed by the SoGES Associate Director of Education and SAU Executive Committee.
 - iii. The applicant's curriculum vitae and statement will be reviewed by the SAU Executive Committee and Associate Director of Education.
 - iv. Membership renewal. The initial period of SAU Core faculty membership will be for 5 years, followed by a review by the SAU Executive Committee and Director and recommendation of a continued five-year period. Subsequent reviews will occur every 5 years. Faculty will re-submit applications for approval by the SAU Executive Committee and core Faculty following criteria as above.
 - v. Membership withdrawal. A SoGES SAU Core faculty member may withdraw at any time. The Associate Director will notify the Executive Committee and the home department and update the faculty participation list of SoGES for that department. A new application form will be required for reconsideration as a SoGES member once

withdrawal has been completed.

- b. Privileges of SoGES SAU Core Faculty:
 - i. Participation in SoGES SAU Core Faculty meetings. SAU Core Faculty have voting rights at faculty meetings.
 - ii. Full access to all SoGES resources and facilities.
 - iii. Full participation in SoGES education activities including nomination of seminar speakers.
 - iv. Eligible for election to the Curriculum and Executive Committees or to apply for Associate Director of SoGES.
 - v. Listed in the SoGES Speakers Bureau
 - vi. Core Faculty may use the title Instructor, Assistant, Associate or Professor in the School of Global Environmental Sustainability corresponding to his/her rank in his/her home department.
- c. Functions of the SAU Core Faculty
 - i. Core Faculty in case of disputes with the decisions of the SoGES Director can meet with the Academic Oversight Committee for resolution.
- d. Responsibilities of SAU Core Faculty
 - i. Support and enhance high quality standards for the educational objectives of SoGES ;
 - ii. Mentor students
 - iii. Participate and lead in research activities that contribute to and promote sustainability science and the objectives of SoGES.
 - iv. Lead, participate and support outreach activities of CSU Students, researchers and staff involved in sustainability efforts.
 - v. Actively participate in SoGES activities as described in the Policies and Procedures Manual.

B. Initial Committee formation for the SAU

- 1. The Director shall appoint a temporary SAU Executive Committee with the composition of the permanent Executive Committee. The temporary Executive Committee will approve the first round of Core Faculty. The Core Faculty then elect the first permanent Executive Committee.

III. Student Grievances

A. All matters concerning student grievances will be in accordance to Section I.7 of the Colorado State University Academic Faculty and Administrative Professional Manual. If required, in accordance with the Colorado State University Academic Faculty and Administrative Professional Manual a committee consisting of two members of the Curriculum Committee, two students from SoGES and, when possible, a committee member who is not a member of SoGES but is a member of the student's home department will be established. The committee will consider all student grievances. If there is a conflict of interest involving any member of the Curriculum Committee, the SoGES Director may appoint a replacement for the member concerned.

IV. Code Revision

A. When changes to the SoGES SAU Code are required, a temporary code committee will be established by the Director and SAU Executive Committee. The code committee will draft changes based on suggestions from members, and any changes must be approved by a two-thirds majority of SoGES core faculty. Self-evaluation and accompanying review of the code will be conducted at least once each five years.

Code for the School of Global Environmental Sustainability

Colorado State University

CODE

As stated in the Colorado State University Academic Faculty and Administrative Professional Manual Section, C.2.4.2 Departmental Organization, 'each academic department shall operate under a Departmental Code. The Departmental Code shall be consistent with the provisions of the University code relating to departmental matters, and the University Code shall take precedence in all instances". This document contains the code for the School of Global Environmental Sustainability (SoGES) at Colorado State University. SOGES is not a department but rather an interdisciplinary program. Consequently some terms in the University Academic Faculty and Administrative Professional Manual have been modified to reflect the status of SoGES.

I. SoGES mission

- A. The Mission of the School of Global Environmental Sustainability (hereafter, SoGES) is to support and facilitate the generation of new knowledge at CSU that can be used to develop science based solutions to global environmental problems. For these solutions to be successful, they must be built on a foundation of sustainability that values a framework that integrates social, environmental, economic interests.
 1. The School will:
 - a. Address global-scale environmental challenges, including: climate change, land use change, food security, poverty, inequality, water management, and population growth.
 - b. Integrate across CSU's colleges to create a new research infrastructure to capitalize on the University's disparate strengths in environmental research.
 - c. Educate the next generation of environmental leaders and build environmental literacy into all University curricula.
- B. Vision: The School will generate innovative, high quality interdisciplinary research and education in sustainability science, while communicating the solutions and the process used to develop them, to students in the classroom, citizens and stakeholders, and policymakers from local governments to international governing bodies.

II. SoGES Structure

- A. Oversight
 1. The SAU will be housed under the Provost and Executive Vice President of CSU who has primary oversight for the SoGES Budget.
 2. School Administration
- B. Designation and Titles of Administrative Officers
 1. The administrative officers of SoGES are the Director, Associate Directors for (1) Research and (2) Educational Programs. These positions are subject to change as determined by the Director of SoGES in consultation with other Administrative Officers and the Provost of CSU. The School will be housed under the Office of the Provost and Executive Vice President of CSU.
- C. Director
 1. The principal administrative officer of SoGES is the Director who shall be responsible to the Provost /Executive Vice President. The Director is reviewed annually and shall have a term of office of 5 years

subject to satisfactory performance. The Director must be tenured and hold the academic rank of Associate Professor or Professor. The Director is appointed by the Provost in consultation with the Special Academic Unit (SAU) Academic Oversight Committee, SAU Executive Committee, SAU Core Faculty (SAU Code is Attached as Amendment X) and SoGES Executive Council and others.

2. Duties of the Director

- a. The Director of SoGES will report directly to the Provost for the general operation and administration of the School and to the Academic Oversight Committee for the SAU.
- b. Coordinate external outreach and research opportunities.
- c. Develop policies that encourage research collaborations on sustainability issues
- d. To call meetings of SoGES Executive Council (approximately monthly) as a non-voting member except in case of ties.
- e. To administer the budget
- f. To supervise the Association Director(s) and Staff
- g. To act as spokesperson for SoGES in meetings with the Provost/Academic Vice President, the Deans of the participating Colleges and other administrative officers of the University.
- h. To appoint ad hoc committees.
- i. To oversee elections of members to the SoGES Executive Council, SoGES Scholars, the External Advisory Board, the Program Committees and for the SAU Executive Committee, Core Faculty and Curriculum Committee, and the Program Committees.
- j. To execute decisions of the Executive Council and the SAU Executive Committee.
- k. To coordinate the functions of the SAU Curriculum and SAU Program committees.
- l. To staff the various SoGES courses in consultation with the SAU Executive Committee and Department Heads from participating departments.
- m. To prepare and submit an annual budget and annual report to the Executive Council, the Provost/Academic Vice President, and the Academic Oversight Committee.
- n. The Director will ensure that department heads are appraised of the significant contributions of faculty to SoGES.

D. Associate Director of Research

1. The Associate Director of Research must hold faculty rank and be a Core Faculty member. The Associate Director is appointed for a 1 year term (subject to satisfactory performance) by the Director in consultation with the Executive Council and reports the Director on all issues that pertain to her/his role. The Associate Director will be evaluated annually, and can be rehired, subject to satisfactory performance.
2. Duties of the Associate Director of Research include:
 - a. Advise the Director and oversee funding and direction of research programs in SoGES
 - b. Participate as a voting member in the Executive Committee
 - c. Oversee the funding and selection of Global Challenges Research Teams, Resident Fellows and Sustainability Leadership Fellows.
 - d. Represent the Director on committees, task force and other activities pertaining to research and outreach.
 - e. Assist with developing the Strategic Plan and Annual Report

E. Associate Director of Education

1. The Associate Director of Education must hold faculty rank at CSU and be a Core Faculty member of the SAU (see SAU Code, Attached). The Associate Director is appointed to SoGES for a 1 year term (subject to satisfactory performance) by the Director in consultation and SoGES Executive Committee and reports the Director on all issues that pertain to her/his role. The Associate Director will be

- evaluated annually, and can be rehired, subject to satisfactory performance.
2. Duties of the Associate Director of Education include:

Chair and participate as permitted and defined in the Code of the SoGES Special Academic Unit (see Attached), including:

 - a. Chair the SoGES Special Academic Unit (SAU) Curriculum Committee
 - b. Participate as a voting member in the SoGES SAU Executive Committee.
 - c. Advise the Director and oversee the development and delivery of new SoGES courses and programs
 - d. Assist with developing the Strategic Plan and Annual Report
 - e. Oversee the Sustainability Leadership Fellows Program
 - f. Represent the Director as necessary on committees, task force and other activities pertaining to undergraduate and graduate education and outreach.
 - g. Oversee the SoGES Student Sustainability Center.
 - h. Oversee student inquiries into the School
 - i. Oversee the Academic Advisor
 - j. Oversee instructors for SoGES classes
- F. Program Coordinator.
1. The program coordinator is a non-faculty, CSU employee on a 12-month appointment hired and supervised by the Director. The Program Coordinator is reviewed annually by the Director.
 2. Duties of the Program coordinator include:
 - a. Serve as business manager with guidance from the director
 - b. Maintain records in the main office
 - c. Assure the SoGES website and communication materials are completed in a timely fashion
 - d. Oversee the annual report production
 - e. Assist all PIs, Visiting and Faculty Fellows, the Student Sustainability Center and all events sponsored by GCRTs, Fellows and others as needed, with budget, travel and event, information
 - f. Supervise all staff and help advise the Student Sustainability Director
 - g. Provide basic information on the program to CSU faculty, staff and students and externally
 - h. Assist the Director and Associate Director(s) as needed
 - i. Communicate with appropriate personnel in all departments and colleges to assure efficient transfer of administrative paperwork and information associated with an interdisciplinary program.
- G. Executive Council
1. The Executive Council shall consist of 15-20 at-large SoGES Scholars and the SoGES Associate Directors as voting members. Executive Council members will serve staggered three-year terms. The at-large members of the Executive Council will be elected by the Executive Council. The Director of SoGES will serve as ex officio, non-voting member of the Executive Council unless there is a tie. The Director of the Student Sustainability Center will represent students and be a non-voting member.
 2. Duties of the Special Academic Unit Executive Committee include:
 - a. Advising the Director on all activities associated with running SoGES including:
 - b. Research, Education and Outreach, and activities such as organization of review of applicants for SoGES Scholars, SoGES Members, SoGES Student Members, and SoGES Community Affiliate status
 - c. Guiding policy development and alterations to the program, with the Director having the final decision- making authority for policy; disputes between the Director and Executive Committee can be taken to Provost.
 - d. Formulating strategic direction

- e. Performing SoGES self-evaluations
 - f. Updating the School's Code
 - g. Unless otherwise stated in the code or voted by the Executive Council, acting as a committee of the whole, other decisions that involve procedural matters require only a simple majority of the Executive Council.
- H. External Advisory Board
1. The Director shall establish an External Advisory Board that reviews and advises the Director on all aspects of progress and challenges to the School. This Board, which may consist of representatives from Government, Industry, NGOs and other universities, will hold at least one meeting per year. If it is more convenient, teleconferences may be held in place of actual meetings. The committee shall consist of at least eight members.
 2. Duties of the External Advisory Board may include:
 - a. Reviewing and advising the Director and staff on all aspects of the School including but not limited to, the mission, strategic vision and plan, budget, curriculum, research, and direction to enhance the School at local, national and international levels.
 - b. Assist the Director in establishing the School as a high-quality leader of credible science among other universities.
 - c. Meeting with the President, Provost, Vice-President of Research, Administrative Oversight Committee and other officials as needed.
 - d. Submitting a report of their deliberations to the Director with copies to the President and Provost.
- I. Membership
1. Scholars: SoGES membership is open to all five types of faculty appointments recognized by Colorado State University (see Academic Faculty and Administrative Professional Manual E.1). To be considered, individuals must carry academic rank (professor, associate professor, assistant professor, instructor, or faculty affiliate, lecturer including those with regular, special, joint, temporary or transitional appointments, as well as emeritus faculty) who have the expertise and willingness to contribute to research and education activities are eligible for SoGES membership..
 - a. Election of Scholars: All applicants must include a curriculum vitae and a statement of how the applicant intends to participate in SoGES research, education or outreach activities. Applications will be reviewed by the SoGES Executive Council and Director and if approved by a simple majority (via electronic means), granted Scholar status.
 - b. Election of Scholars to be Core Faculty in the SoGES Special Academic Unit. All Scholars are eligible for membership as Core Faculty in the SAU as detailed by a separate process detailed in the SoGES SAU Code (see attached).
 - c. Privileges of SoGES Scholars
 - i. Suggesting events and speakers related to SoGES focal areas.
 - ii. Participate in SoGES activities
 - iii. Eligible for appointment to ad hoc committees
 - iv. Use the title of School of Global Environmental Sustainability Scholar
 - v. Access to SoGES resources and facilities
 - vi. Listed in the SoGES Speakers Bureau
 - d. Responsibilities of Scholars
 - Participate actively and promote SoGES activities
 - Maintain and help enhance a collaborative, interdisciplinary research that contributes to one or more of the SoGES focal areas.
 2. Senior Scholar Membership: SoGES Senior Scholars are renowned national and international leaders in sustainability who are discovering solutions to the world's biggest problems through cutting edge-

- research, partnerships or exceptional leadership, or any combination of these. They enhance the School's mission to address global issues by creating dialogues with governments, business, the public and academia that effectively balance economic and environmental objectives and human needs.
- a. Senior Scholars can be from within or outside of CSU and will be selected based on exceptional public or academic service to global sustainability issues with approval of the School's Executive Committee, Director and Academic Oversight Committee, or under special conditions by the Director and Oversight Committee. They will participate and advise the Director and members on sustainability issues and participate in SoGES as possible.
3. SoGES Members: Any individual, who holds a non-faculty appointment at Colorado State University, may apply for SoGES Member status. Such appointments will be for a period of one year, renewable annually. All applicants must include a curriculum vitae and a statement of how the applicant intends to participate in SoGES.
 - a. Applications will be reviewed and approved by the Executive Council. If approved by the Executive Council the SoGES Scholars must vote in favor (by simple majority) for the applicant to be granted the status of SoGES member.
 - b. The privileges of SoGES Member status are:
 - i. encouraging research and education topics that address issues of sustainability
 - ii. participation in collaborative, interdisciplinary sustainability research and education activities that contribute to one or more of the SoGES focal areas
 - iii. participate in SoGES Scholar meetings as a non-voting member
 - iv. eligible for appointment to ad hoc committees
 - v. use the title of School of Global Environmental Sustainability Member
 4. SoGES Community affiliates: Any individual, who possess training and experience useful to SoGES's teaching and research activities and who is not employed by Colorado State University may be classified as a SoGES Community Affiliate. The appointment will be renewable each year. All applicants must include a curriculum vitae and a statement of how the applicant intends to participate in SoGES.
 - a. Applications will be reviewed by the Executive Council. If approved by the Executive Council the SoGES Scholars must vote in favor (by simple majority) for the applicant being granted the status of Community Affiliate status within SoGES.
 - b. The privileges of associate faculty status are:
 - i. Represent, participate and actively collaborate with others and in SoGES activities
 - ii. Contribute to knowledge generation for understanding global sustainability issues
 - iii. serve on a students thesis committees
 - iv. recommend seminar speakers
 - v. participate in core faculty meetings as a non-voting member
 5. Visiting Fellow Membership: Visiting Fellow Membership is based on research, academic or public service to global sustainability issues.
 - a. Appointment of Visiting Fellows is based on the application of the individual to SoGES as a Visiting Fellow. Submission of a curriculum vitae and a letter describing the proposed work and interactions with the SoGES community that the applicant expects to conduct.
 - b. Fellows are appointed for a one year term, which will be reviewed by the Executive Council and Director. A simple approval by the Executive Council is required to renew Fellow status.
 - c. Privileges of Visiting Fellows
 - i. Suggesting events and speakers related to SoGES focal areas.
 - ii. Participate in SoGES Scholar meetings as a non-voting member
 - iii. Eligible for appointment to ad hoc committees

- iv. Use the title of School of Global Environmental Sustainability Visiting Fellow
- v. Access to SoGES resources and facilities
- vi. Listed in the SoGES Speakers Bureau
- e. Responsibilities of Visiting Fellows
 - vii. Represent, participate and actively collaborate with others and in SoGES activities
 - viii. Contribute to knowledge generation for understanding global sustainability issues
- J. Performance evaluations
 - 1. Evaluation of SoGES staff: All SoGES members will be invited to submit comments to the Director on the performance of the Associate Directors. Comments on the performance of the Director related to Education will be solicited by the Academic Oversight Committee.
- K. Ratification of the code
 - 1. This code will take effect when a majority of the SoGES Executive Council vote their approval by electronic means, and a copy is filed with the Provost/ Executive Vice President.

**Policy & Procedures Document for the
School of Global Environmental Sustainability**

Policy & Procedures Manual

School of Global Environmental Sustainability

Overview

This policy and procedures manual is designed as a resource for SoGES Core faculty and administrators. The School's Code prescribes the administrative structure and function of the organization.

Structure of SoGES

The School of Global Environmental Sustainability consists of faculty in many departments and colleges at Colorado State University. The program is overseen by an Executive Committee with day-to-day operation administered by the School's Director. The Director is supported by full and part time staff.

Invitation to Participate

SoGES has been a successful program because its Scholars contribute to the many facets of the program that collectively make it lively and strong. All Scholars are encouraged to actively participate in the program. Opportunities to participate include: interactions with SoGES students and faculty as part of the advising and committee meetings, offering classes and special seminars, participating in the Invited Seminars, and attending the program meetings.

Policies and procedures on discrimination and sexual harassment

As an administrative unit of Colorado State University, SoGES deplors, condemns, and will act energetically to prevent all forms of personal abuse, including sexual harassment.

All CSU employees must take the online sexual harassment awareness training. The link for the training is on the Office of Equal Opportunity website (www.oeo.colostate.edu) under 'Sexual Harassment Awareness Training'

SoGES Web site

SoGES maintains a web site for communicating, advertising and outreach. Contact the Communications Coordinator to add or alter any information on the web site.

Annual Events

SoGES hosts a number of annual events of interest. At least two times per year, the Director updates the faculty on accomplishments, events, awards and any changes in the nature of the program. At least two weeks beforehand, the times and dates of these events will be posted on the GDPE web site.

Distributed resources

Many resources and information for SoGES faculty, staff and students are distributed among departments and administrative units. Check with your home department or unit to learn more about payroll, keys, mail services, computer accounts and usage, parking, weather, animal care and use, family and medical leave, inclement weather policies, building security, travel, purchasing, reimbursements, handling of grant proposals and the expectations of your appointment.

Board of Governors of the Colorado State University System
 Meeting Date: August 7, 2014
 Action Item

MATTERS FOR ACTION:

New Special Academic Unit: LEAP Institute for the Arts

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Office of the Provost – Colorado State University, to establish a new Special Academic Unit entitled LEAP Institute for the Arts. If approved, this Special Academic Unit will be effective Fall Semester 2014.

EXPLANATION:

Presented by Tony Frank, President.

LEAP (Leadership, Entrepreneurship, Arts Advocacy and the Public) currently exists as a course code; this proposal would expand that concept to an organizational unit that is an interdisciplinary partnership, with participatory agreements from ten departments representing four colleges (College of Business, College of Engineering, College of Liberal Arts, and College of Health and Human Sciences). The proposed LEAP Institute recognizes that success in the arts is being redefined in the 21st century and that the skills needed to be a successful artist extend beyond the studio, state, and performance hall. An innovative mind, an entrepreneurial spirit, and a passion for the arts are essential for success, and when paired with the practical application of business skills, open a world of opportunities. These principles are not exclusive to artists but serve all students well, no matter where their careers lead them.

 Approved

 Denied

 Board Secretary

 Date

LEAP Institute for the Arts
1778 Campus Delivery
Fort Collins, CO 80523-1778
(970) 491-3746

Friday, November 1st 2013

To Whom It May Concern:

Please accept for your consideration this proposal from the **LEAP Institute for the Arts**, which is seeking to organize as a Special Academic Unit (SAU) as specified by Section C.2.8 of the *Faculty Government and the Code of Colorado State University*. LEAP (Leadership, Entrepreneurship, Arts Advocacy and the Public) currently exists as a course code; this proposal would expand that concept to an organizational unit that is an interdisciplinary partnership, with participatory agreements from 10 departments represented in four colleges (COB, COE, CLA, and CHHS). The proposed LEAP Institute recognizes that success in the arts is being redefined in the 21st century, and that the skills needed to be a successful artist extend beyond the studio, stage, and performance hall. An innovative mind, an entrepreneurial spirit, and a passion for the arts are essential for success, and when paired with the practical application of business skills, open a world of opportunities. These principles are not exclusive to artists, but serve all students well, no matter where their careers lead them.

The proposed LEAP Institute for the Arts has the following missions:

- A. To provide students with leadership, business and entrepreneurial skills that will enhance their ability to be competitive in the creative arts industry
- B. To provide students with the arts leadership and advocacy skills that will cultivate an audience for the present and future paradigms of the arts
- C. To provide students with real-world experience in partnership with local, regional and national arts organizations and creative industries
- D. To provide an environment that allows for creative thinking and entrepreneurial efforts that may lead to new collaborations, cross-disciplinary projects or businesses in the arts and entertainment industries

Currently, two programs utilizing LEAP courses at their core exist; a minor and a master's in Arts Leadership and Administration housed in the College of Liberal Arts. Launched in the fall of 2013, the student response has been enthusiastic and encouraging with over 50 undergraduate and 10 graduate students enrolled. Our request to organize as an SAU would not make any curricular changes to these programs other than a move them from the College of Liberal Arts into the new SAU. The request for this change accompanies this proposal. The LEAP Institute would have oversight by the Dean of the College of Liberal Arts, and by organizing as an SAU would allow making changes to LEAP programs of study through the Institute's academic committee, bypassing the need to obtain the approval of the multiple College Curriculum Committees as we expand. Our proposed Director for the LEAP Institute is the current chair of Music, Theatre and Dance, Dr. Todd Queen. Dr. Queen has been instrumental in the creation of this program and the visionary behind the proposed institute and its expansion.

The SAU seems an ideal organizational unit for the proposed LEAP Institute. Our motivation for undertaking the approval process is that the SAU organization would allow LEAP to offer expanded

LEAP Institute for the Arts
1778 Campus Delivery
Fort Collins, CO 80523-1778
(970) 491-3746

programs in the future, which has had enthusiastic support from across the CSU campus and surrounding communities. We believe that the future possibilities of our interdisciplinary partnerships to be nearly limitless. Future undergraduate majors in Arts Leadership and Administration, Media Arts and Music Business have been in discussion, as well as classes that address design thinking from the College of Engineering, among other class topics.

There are many vital partners that are critical to the success of the proposed LEAP Institute for the Arts. As stated previously, Dr. Todd Queen has been indispensable in the vision and creation of LEAP. Likewise, the participating faculty from the Department of Music, Theatre and Dance and the Department of Art continue to develop courses for the LEAP classes. Among this faculty, one critical member is Dr. Constance DeVereaux, a recent hire and Fulbright Senior Specialist in Cultural Policy and Management, who has developed key graduate level LEAP curriculum. Additional organizational units that are critical to our success are the College of Business, who has allowed LEAP students into their classroom across multiple departments, and the Department of Economics, who has redeveloped a key course for the LEAP minor. Other participating departments have expressed great enthusiasm for this proposed SAU, and we believe that each will prove themselves to be critical to LEAP success as we continue to grow and expand.

Please find attached the specified documents in the *Faculty Government and the Code of Colorado State University* for the creation of a Special Academic Unit (section C.2.8.1). In addition, I have included letters of support and an organizational chart to better visually represent the proposed SAU.

Attachments Enclosed:

- Proposed LEAP Institute for the Arts Code
- Proposed LEAP Institute for the Arts Policies and Procedures
- Memorandums of Understanding from participating colleges, departments and faculty members
- Letters of Support
- Organizational Flowchart
- Budget

We would very much appreciate support of this proposal. Thank you for your time and consideration.

Sincerely,



Katie Rothstein
Assistant Professor, Associate Director of the LEAP Institute for the Arts
Colorado State University
Department of Music, Theater and Dance
Fort Collins, CO 80523-1778
Office: UCA 300

**LEAP Institute for the Arts
SPECIAL ACADEMIC UNIT CODE
July 12, 2013**

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LEAP Institute for the Arts
SPECIAL ACADEMIC UNIT CODE

1. LEAP Institute for the Arts Mission

The LEAP Institute for the Arts is founded on four guiding principles:

Leadership	A commitment to creating the next generation of arts leaders who will impact communities locally and globally
Entrepreneurship	A commitment to cultivating a spirit of arts entrepreneurship and developing business skills specific to the arts
Arts Advocacy	A commitment to developing advocates who believe that the arts play a vital role in all aspects of culture and community
The Public	A commitment to furthering our land grant mission by contributing to the cultural enrichment of Fort Collins and greater Colorado through arts outreach and engagement

The LEAP Institute recognizes that success in the arts is being redefined in the 21st century, and that the skills needed to be a successful artist extend beyond the studio, stage, and performance hall. An innovative mind, an entrepreneurial spirit, and a passion for the arts are essential for success but when paired with the practical application of business skills, open a world of opportunities. These principles are not exclusive to artists, but serve all students well, no matter where their careers lead them.

The LEAP Institute for the Arts has the following missions:

- A. To provide students with leadership, business and entrepreneurial skills that will enhance their ability to be competitive in the creative arts industry
- B. To provide students with the arts leadership and advocacy skills that will cultivate an audience for the present and future paradigms of the arts
- C. To provide students with real-world experience in partnership with local, regional and national arts organizations and creative industries
- D. To provide an environment that allows for creative thinking and entrepreneurial efforts that may lead to new collaborations, cross-disciplinary projects or businesses in the arts and entertainment industries

Core Values

The LEAP Institute for the Arts has a set of core values that guide our decision-making in all areas. We are committed to **Creativity** as an indispensable, marketable asset for our futures. We will cultivate **Leadership** so that we may lead others with the skill set and confidence to achieve our goals. We will embrace the spirit of **Adaptation** to changing technologies and marketplaces. We exhibit **Passion** for our creative abilities and seek to inspire others to achieve their goals. We

LEAP Institute for the Arts
SPECIAL ACADEMIC UNIT CODE

are dedicated to **Collaboration** so that we may engage as a community to create a better cultural environment.

2. Participating Departments and Organizational Units

The following are the current participating departments and organizational units of the LEAP Institute.

1. College of Liberal Arts

1. Department of Music, Theatre and Dance
2. Department of Art
3. Department of Economics
4. Department of Communication Studies

2. College of Business

1. Department of Accounting
2. Department of Computer Information Systems
3. Department of Finance & Real Estate
4. Department of Management
5. Department of Marketing

3. College of Health and Human Sciences

1. Department of Design and Merchandizing

4. College of Engineering

5. Changes to Participating Departments and Organizational Units

1. See section 4.3.6 below

3. Academic Oversight

The LEAP Institute for the Arts will be housed in the Office of the Provost and administered by the Dean of the College of Liberal Arts. The Dean shall have the budgetary authority.

The Director of the LEAP Institute for the Arts will report directly to the Dean for the general operation and administration of Institute.

4. Membership of the LEAP institute for the Arts

1. Faculty

All faculty members holding full time, part time, regular and/or special academic appointments as well as adjunct faculty that hold a minimum rank of instructor or higher in participating departments may become full voting members of the LEAP Institute.

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Faculty members who wish to join the LEAP Institute may do so by self-association with the approval of their department chair and approval of the Executive Committee (see section 4.3 below). Membership in the LEAP Institute is a privilege and carries with it the responsibility of active participation in events and activities of the LEAP Institute (see section 4.1.2 below). Thus, the Executive Committee has the responsibility to review the participation of every member at least every three years and to make recommendations to the Director concerning the membership of each LEAP Institute faculty member. If the Executive Committee does not vote in the majority to continue a member due to lack of participation, the Director will so notify the member who will be given the option to continue for one additional year of membership on a probationary status in order to improve their participation. The Executive Committee will reevaluate the participation of the member after one year and recommend to the Director the continuation or termination of that individual from the LEAP Institute. Termination from the LEAP Institute due to lack of participation does not require a vote of the membership.

1. The members of the LEAP Institute shall meet as a faculty not less than once per semester to consider and act upon business matters of the LEAP Institute. The Director, with written notice and agenda provided one week in advance, shall call meetings. Minutes of each meeting shall be recorded by the LEAP Institute Administrative Assistant or a designated representative and circulated in advance of subsequent meetings. A vote of a simple majority of the members of the LEAP Institute (those present plus those absent) shall be required to constitute action either for or against any issue that is submitted to a vote, except as noted below.

2. All faculty members should contribute to the instructional, administrative and service missions of the LEAP Institute. However, all faculty members have their primary appointment within an academic department and must balance their time commitment to LEAP activities with their commitment to their Department. Thus, in the annual evaluation of participation, not every faculty member will be expected to devote the same effort to LEAP Institute activities. However, over any three-year period it is expected that every LEAP Institute faculty member make some direct contribution to the goals of the LEAP Institute. Evidence of participation may come from committee service, teaching in core courses, service on graduate committees of students recruited through the LEAP Institute, inviting and hosting seminar speakers, participating in LEAP Institute meetings, or some other commitment that requires an expenditure of effort to enhance the LEAP Institute.

2. Director of the LEAP Institute

1. The LEAP Institute for the Arts shall be administered by a Director who must hold the academic rank of Tenured, Associate Professor or higher and who shall be appointed by the Dean of the College of Liberal Arts to a three-year renewable term beginning July 1st of the year that s/he is appointed.

2. Once appointed, the Dean of the College of Liberal Arts who will notify the Provost of the new appointment will confirm the Director appointment in writing.

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3. The Dean shall review the Director annually.
4. Responsibilities of the Director of the LEAP Institute include:
 - 1) Enhancing and supporting opportunities for interdisciplinary collaboration, promotion of the mission of the LEAP Institute, and representation of the LEAP Institute to the Dean of the College of Liberal Arts and the University.
 - 2) Providing leadership and supervision for academic and programmatic initiatives, outreach, public relations and development activities.
 - 3) Administering the budget of the LEAP Institute with sound fiscal management and an equitable distribution of resources.
 - 4) Appointing and supervising administrative personnel for the LEAP Institute.
 - 5) The Director may provide recommendations, on written advice of the Executive Committee, on Promotion and Tenure for participating faculty to their home Department upon written request of either the Chair of the home Department upon written request of the department chair.
 - 6) Coordination of LEAP Institute activities with relevant student organizations.
 - 7) The Dean shall choose future Directors based on the recommendation of the Executive Committee. Directors may be reappointed.
 - 8) Comply with regulations and policies as specified in the code of Colorado State University.
 - 9) The Director shall make recommendations regarding teaching assignments for LEAP courses. Such recommendations shall be presented to the Director for negotiation with the chair of the Department in which faculty have their primary appointments.

3. LEAP Institute for the Arts Executive Committee

The voting members of the Executive Committee shall be composed of the Director of the LEAP Institute, Chair of the Department of Art, the Chair of the Department of Music, Theatre and Dance, the Director of Theatre and Dance and a department chair from the College of Business, as appointed by the Dean of the College of Business. In addition, the director may appoint up to two additional faculty members to serve on the Executive Committee. Whenever possible, an elected graduate student representative and a member of the Fort Collins arts community may serve in a non-voting advisory role to the Executive Committee.

1. A graduate student shall be elected annually by vote of the graduate LEAP students. The representatives must have entered through the LEAP Institute graduate program.

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2. The Director may appoint a community member from a Fort Collins non-profit organization that is committed to help develop, support, and advance artists and the power of creativity throughout communities in our member states.
3. The Executive Committee shall advise the Director regarding the broad policy plans of the LEAP Institute and the most effective means to their implementation. To this end, the Executive Committee will serve as a committee on committees establishing ad hoc committees as are needed, nominating the members of the committees, and delineating their responsibilities.
4. The Executive Committee shall conduct an annual review of LEAP Institute faculty members' participation and make written recommendations to the Director concerning membership.
5. Any recommendations relating to establishment of new courses are the responsibility of the Executive Committee.
 - 1) All curricular changes will be considered first by the Academic Committee (see section 4.4 below), which will forward recommended changes to the Executive Committee.
 - 2) If the Executive Committee approves the change, the director will seek the approval of the Dean.
 - 3) With Dean's approval, the Director will seek approval from the College of Liberal Arts College Curriculum Committee. Upon approval, the curricular proposals will move forward to the University Curriculum Committee, etc. as defined by the university curricular process.
6. The Executive Committee may consider the addition of departments and other organizational units to the LEAP Institute. Additions will be considered with the consultation of the proposed departments or other organizational unit. Participation of departments and other organizational units in the LEAP Institute will be based on faculty membership and/or curricular contributions.
7. The Executive Committee will provide to the Director, upon written request, any recommendations on Promotion and Tenure. The Committee shall seek opinions and advice of other faculty, staff and students of the LEAP Institute before making their final recommendations. Such recommendations require a simple majority vote of the Executive Committee. The recommendations shall be submitted in writing to the Director who will transmit the material through administrative channels as outlined in the CSU Academic Faculty and Administrative Professional Staff Manual.

4. Academic Committee

The Academic Committee (AC) shall consist of the Associate Director, three elected faculty members and an elected graduate student representative. The student representative must have entered through the LEAP Institute graduate program. Each faculty member will serve a three year term beginning on July 1st of the year that s/he is appointed with the terms staggered so that one member shall be appointed to the AC

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annually. The AC will elect a chairperson from among the faculty members annually by simple majority vote. The chairperson may run for reelection. The AC will meet at least once per semester during the regular academic year and more often at its discretion. The AC shall report its proceedings to the LEAP Institute faculty as appropriate, but at least once a semester during the regular academic year.

1. AC members shall be elected by a simple majority vote of the faculty membership.
2. A graduate student shall be elected annually by vote of the graduate LEAP students. The representatives must have entered through the LEAP Institute graduate program.
3. The duties of the AC include:
 - 1) Oversee the preparation of curricular forms including major and minor changes, new course and new program requests.
 - 2) The development of new LEAP programs shall follow University procedures, and shall include consultation with all colleges and departments from which the course selection is derived.
 - 3) Recommend curriculum changes for LEAP courses
 - 4) Evaluate graduate applications for admission, organize and conduct recruiting activities and select candidates for available GTA positions and other financial support.

5. Evaluation of Program Operations

1. Operations and Procedures Evaluation

Every sixth year as described by the CCHE or at the direction of the Dean, the Executive Committee shall evaluate the LEAP Institute operations by procedures outlined in the University Code.

1. This Executive Committee shall review the operation of the LEAP Institute as outlined in the University Code and shall prepare a report of its findings and present it to the Director, the LEAP Institute faculty members, and to the University administration for review. At appropriate times the LEAP Institute shall consider inviting consultants from outside the University to assist in evaluating the work of the Program.

2. Biennial Review

As required by the Faculty Staff Manual (section B.2.6.6.a), each Center, Institute or Other Special Unit and its administrative director will be evaluated every other year. The biennial review calls for the following information:

1. A list of current faculty and other personnel in your unit.

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2. A brief description of the goals and objectives of your unit as related to the original purpose.
3. A brief description of the activities, services, training, or research performed, as related to the function/mission of your CIOSU.
4. A brief budget summary.
5. A list of accomplishments and contributions including pending and approved grants and contracts, refereed and non-refereed publications, and effects on teaching and outreach.
6. Plans for the next two years.

6. Procedures Relating To Review Of The Code

1. Interim revision of the Code

Any eligible faculty member of the LEAP Institute may propose an amendment to the Code by giving written notice to the Executive Committee. Such amendments will then be circulated among voting members of the Institute at least one week prior to the meeting in which they will be voted upon. Voting on amendments shall be by secret ballot and passed by a 2/3 majority of the eligible faculty present. The approval of the Dean and the Provost's Office shall make these amendments a part of the Code.

2. Code Conflicts

Nothing within this code may be construed to be in conflict with the code of Colorado State University, the Guiding Principles for Departmental Codes of the participating colleges or codes of the participating departments.

7. Students

1. Undergraduate Students

Undergraduate students shall be advised in their respective departments.

2. Graduate Students

1. Applications of students wishing to be considered for the Graduate LEAP Institute must submit their application directly to the Academic Committee for review and acceptance.
2. Accepted students shall be students of the LEAP Institute.
3. Student Graduate Committees shall meet guidelines of the Graduate School, but must contain at least one member of the LEAP Institute faculty from the College of Liberal Arts and one member of the LEAP Institute faculty from the College of Business. All LEAP Institute faculty can serve as a Graduate Advisor.

3. Student appeal procedures

Student appeal procedures regarding academic decisions by faculty must follow University guidelines as explained and specified in the University Code.

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8. Addendums

1. LEAP Institute for the Arts Policies and Procedures

Special Academic Unit for the LEAP Institute for the Arts

Policies and Procedures

2013 - 2014

Overview

Welcome to the Policy and Procedures Manual for the LEAP Institute for the Arts, a Special Academic Unit of Colorado State University. The policies and procedures outlined in the manual may affect you in your role as faculty, staff, graduate or undergraduate student member of the Special Academic Unit. Additional policies are outline in the LEAP Institute Code.

Please take a few moments to look over these policies and procedures. You will be expected to know, understand and adhere to the policies presented there throughout your association with the LEAP Institute. These policies and procedures are updated annually, and you should review each annual update for changes to our policies and procedures.

Please let us know if there are any topics that we might consider including in our next update; email katie.rothstein@colostate.edu with suggestions.

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Academic Oversight

Ann Gill, Dean of the College of Liberal Arts

The LEAP Institute for the Arts is housed in the Office of the Provost and administered by the Dean of the College of Liberal Arts. The Dean shall have the budgetary authority.

Director and Associate Director

Todd Queen, Director

Responsible for day-to-day operation of the LEAP Institute and executing policies established by the program. Serves as Chair of the Executive Committee and reports to the Dean of the College of Liberal Arts.

Katie Rothstein, Associate Director

Serves as Acting Director during brief absences of the Director. Serves as advisor for undergraduate and graduate students in the LEAP Institute programs. Also serves on the Academics Committee, which is responsible for curriculum and graduate student recruitment and admissions, and as a member of the Executive Committee. Reports to the Director.

Committees

Executive Committee

The voting members of the Executive Committee are composed of the Director of the LEAP Institute, Chair of the Department of Art, the Chair of the Department of Music, Theatre and Dance, the Director of Theatre and Dance and a department chair from the College of Business, as appointed by the Dean of the College of Business. In addition, the director may appoint up to two additional faculty members to serve on the Executive Committee. Whenever possible, a graduate student representative and a member of the Fort Collins arts community may serve in a non-voting advisory role to the Executive Committee.

2013-2014 Executive Committee: Todd Queen, Gary Voss, Walt Jones, other members TBD
Elected Student Representative: TBD

Academic Committee

The Academic Committee (AC) is comprised of three elected faculty members and a graduate student representative. The student representative must have entered through the LEAP Institute graduate program. The AC oversees the preparation of curricular forms including major and minor changes, new course and new program requests, recommend curriculum changes for LEAP courses and evaluate graduate applications for admission, organize and conduct recruiting activities and select candidates for available GTA positions and other financial support.

2013-2014 Academic Committee: Katie Rothstein, other members TBD
Elected Student Representative: TBD

Staff

Katie Rothstein, Associate Director
 University Center for the Arts – room 303
 Tel: 970-491-3746
 katie.rothstein@colostate.edu
 leap@colostate.edu

Policies and Procedures***Emergency Contacts***

CSU Police Department: 970-491-6425
 Facilities Dispatch: 970-491-0077

Academic Agreements

As a Special Academic Unit, LEAP will initiate academic agreement MOUs (signed by the LEAP Director) between each participating college (signed by the dean), department (signed by the department head) and individual faculty member (signed by the faculty member, department head and dean of the college) detailing the expected commitments and their duration. The mechanism by which the LEAP program will provide information for faculty performance evaluations within the home department will also be described.

Building Security/Problems

Building security is everyone's responsibility. Do not prop open locked outside doors on weekends and evenings. Anyone inside the building after hours should be in possession of a building key. If you see individuals in a building after hours who make you uncomfortable or seem suspicious, call the CSU Police immediately (970-491-6425 or 911 in case of emergency). Problems with any building (locks, ventilation, lighting, etc.) should be reported to the building proctor (check with the departmental office to determine who this is for each building). After hours or in case of a true emergency, call Facilities Services dispatch at 970-491-0077.

Computer Accounts

The University requires all students and employees to sign up for eID (electronic identity). eID is required to register for classes and to access any University electronic services. You will receive a University account and set your email address when creating an eID. To sign up for your free eID, log onto <http://eid.colostate.edu/>. You will need your CSUID number. As a faculty member, your eID will give you access to:

Aries

This system allows faculty to process overrides, view student contact information, unofficial transcripts, the entire course schedule, academic progress reports, and class lists. When viewing a class list, there is an option to email the entire class, which can be very useful for communication with your students. Grades are entered by faculty online in Aries at the end of each term. If for any reason submission of grades fails, there are grade change forms available in your home department office. Grade changes may also be processed online through the Aries portal.

RamWeb

This is the system where students can register for classes, view their billing and financial aid information, accept scholarships, etc.

Campus Administrative Portal

Employees can retrieve their paystubs, past W4 forms, and other important HR information through this website and using your eID.

In most departments, to access the departmental network you will need to complete an access request form and turn it in to the department's IT Coordinator.

Computer Usage

Your use of computers and networks at Colorado State University is governed by the Acceptable Use Policy for Computing and Networking Resources at Colorado State University, which can be found here: <http://www.acns.colostate.edu/?page=aup>. Many buildings on campus have one or more computers for the use of the students and staff. This equipment should be used for **work-related purposes only**; unauthorized software and hardware may be removed immediately without notice.

LEAP Annual Events

The **LEAP Reception** is held the week before classes start for the Fall Semester. Location is announced by email in advance.

The **LEAP election and annual faculty meeting** are held at the end of spring semester. New business may be proposed by any faculty member in advance by notifying the Director. Results of elections for administrative and committee positions are announced and new program initiatives are discussed.

Mail Service

Faculty and department staff will have mailboxes located in their primary departments.

The LEAP mailing address is:

LEAP Institute for the Arts
c/o Music, Theatre and Dance Department
1778 Campus Delivery
Colorado State University
Ft. Collins, CO 80523-1778

LEAP stationery is to be used for official CSU business only. All off-campus mail must have a return address and an account number or stamp. Use of the university mail service for personal mail is discouraged.

UPS is the primary express delivery service for CSU but other carriers can be used if you prefer. Express delivery items must be marked appropriately (i.e., UPS-next day service) and taken to Mail Service, 104 Central Receiving (Lake Street) to ensure that it is sent that day.

Office Hours

The LEAP office has only a single staff member and is closed when the staff member is absent for meetings, training or on personal leave. Please email (katie.rothstein@colostate.edu) or telephone (970-491-3746) for an appointment.

On-Campus Parking

Staff may purchase an 'A' permit from Parking Services, and students may purchase a 'Z' permit. There are A and Z permit parking lots located at several spots on campus, including the new multistory parking garage on the southeast corner of Lake and Center streets. This garage also has visitor/metered parking spaces on the ground floor. Day parking passes for visitors on legitimate university business are available from University Parking Services located on the first floor at the south end of the multistory parking garage.

Payroll

Faculty, staff and graduate students are paid monthly. See the appropriate departmental office administrative Assistant with any questions concerning payroll.

Student hourly, work-study, and non-student hourly employees are paid biweekly. Timesheets must be submitted no later than 4:30 pm on the pay period end date. TO AVOID DELAYS make sure that all information and signatures are properly filled in.

Phones

Long-distance calls and faxes require a 5-digit access code or a personal calling card. Long distance access codes are issued through your home department. Faculty, see the Accounting staff in the appropriate department to obtain codes. Staff and students need to obtain the access code from their PI.

Personal Calls - The University prefers that you use your personal calling card for all personal long distance calls. In the event of an emergency that you must use your university access code, charges for personal phone calls must be reimbursed.

Sexual Harassment Awareness Training

All University employees are required to complete an online training course designed to raise awareness of and prevent sexual harassment on campus. New LEAP graduate students should complete the online course and submit the certificate of completion to the LEAP Associate Director within one month of starting employment. CSU's sexual harassment policy and the online course are found at: <http://oeod.colostate.edu/>

Travel

A State Travel Guide is available which lists all reimbursable expenses, <http://busfin.colostate.edu/trv.aspx> (click on travel Quick Reference Guide to University Travel button). Any travel on LEAP funds must be approved by the Director. For travel on your home department funds, please refer to the policies and procedures of your home department.

Before Traveling

1. Complete the "Required Travel Information" form available from the Sheryl Highsmith (Sheryl.Highsmith@ColoState.EDU). This should be completed and returned 4-6 weeks before your trip.

2. A Pre-Trip/Travel Voucher will be issued which provides the UTV# for purchasing your airline tickets. A State approved travel agency and State contracted airline should be used for all travel arrangements. There are exceptions that allow internet ticket purchases. If you purchase tickets on the internet, proof of payment (copy of the internet ticket receipt) and a copy of the itinerary are required for reimbursement.
3. A State contracted rental car agency must be used even if you are traveling out of state.
4. For domestic travel, the Pre-Trip/Travel Voucher must be signed by the Director, before you are given the UTV#. International travel requires an additional signature from the Provost's office. It is important that you allow sufficient time to obtain these signatures.
5. If a cash advance is required, allow a minimum of 1 week before departure to process the necessary forms.

After You Return

1. Submit all receipts for reimbursement to the Sheryl Highsmith (Sheryl.Highsmith@ColoState.EDU). A Post-Trip/Travel Voucher will be processed and submitted to the travel desk. Original itemized receipts for all individual charges over \$25.00 are required. Exception: All rental vehicle and gas receipts, registration receipts and lodging receipts are required regardless of the amount.
2. The per diem reimbursement cannot exceed the allowed per diem rate. The per diem rate includes incidental expenses such as tips for maids, bellhops and personal telephone calls. These items will not be reimbursed separately.
3. Airline baggage fees may be reimbursed and a receipt is required for fees over \$25.00.
4. Your signature is required on this form. Additional signatures will be required if there is a 15% variance in the expenses from the Pre-Trip/Travel Voucher. For this reason, it is important that you estimate your trip expenses very carefully.
5. Allow 2-4 weeks for the reimbursement to be processed.

University Center for the Arts

Many LEAP classes are held in the University Center for the Arts (UCA). To report general building issues, please email CLA_UCABuildingIssues@mail.colostate.edu. Please be as specific as possible and provide room numbers. For emergencies, please call Facilities Management Dispatch 970-491-0077. The building proctor is Cory Seymour, if you have questions you may email him at cmour@colostate.edu.

Keys and Key Cards

Email Peter Muller (Peter.Muller@colostate.edu) with any requests for keys; and please provide the room number. Keys take at least 2-4 weeks to be processed. Sub-master keys require a background check, which can take longer. There are not extra keys in the UCA for checkout. Please plan ahead if you need special access to a space for any reason. Lost keys must be reported to Peter Muller (Peter.Muller@colostate.edu) as soon as possible. The UCA has card readers on all practice rooms, Sectional room 204, 202 and G212, the Computer lab and Composition lab, the Organ Recital Hall, the MTD office, room 210 Faculty Lounge, the Instrumental Rehearsal Hall, the Music Therapy Resource Room, and the GTA office suite. Faculty must request an ID card from their home department. To gain keycard access to the appropriate rooms in the UCA or if you are having trouble with your Electronic Keycard please contact Tom Krebs (Tom.Krebs@colostate.edu). Keys or key cards for admission to other specific buildings need to be approved by the

administrative offices of the departments housed within the building and not by LEAP program staff. Once approved, you will be notified when your keys are ready.

Building Hours

The UCA is unlocked from 7am to 10pm on weekdays and from 10am to 10pm on weekends. It is possible to have an earlier unlock time on weekends for a special event, but that must be requested in advance from Eileen Krebs (Eileen.Krebs@colostate.edu). Never prop open doors after hours; it is a safety risk. The UCA has alarms for the Art Museum, Art storage, and the entire North wing of the building. These alarms are sensitive to motion inside the building and alert CSUPD to investigate. When alarms are triggered, the police are required to search the entire building, and the Music, Theatre and Dance Department are charged annually for their visits. If someone is found in the building it is considered trespassing. Please be cautious and also warn your students of this fact. The alarms at the north end of the building are armed soon after midnight.

A/V Equipment

Rooms 158, 142, 136, 218, 222 and 240 have projectors, document readers, DVD players. Laptops are not permanently located in the classrooms. An emergency laptop is typically available in the MTD office (room 120) for checkout for emergency classroom use only. If you find the audio visual equipment in a UCA classroom is failing, please notify the MTD office staff so an email can be sent to warn future classes/instructors. There is no one on staff in the building who can repair broken or malfunctioning electronics. If the AV is critical to your class that day, please visit the main office (room 120) and we will try to find you another space. Due to the great demand on classroom space, particularly in the mornings, this may not be possible. Our building is not available for general campus use; therefore the repairs can take longer than on the main campus. Please note, Apple computers are not compatible with the UCA A/V equipment without an adaptor.

Parking

The UCA has two "A" parking lots for faculty, both of which are enforced for permits weekdays during regular campus hours. The surrounding streets are public parking. Please forewarn any guests or recruits that this is the case. A "Z" student lot is available to the west across College Ave and is accessible via a tunnel under the street.

Events

The UCA produces over 300 events in one year and information must be turned in on time in order to be accommodated. Please refer to the Music, Theatre and Dance Department Policies and Procedures for details on how to plan special events in a UCA facility. Please email the Director of Events, Eileen Krebs (Eileen.Krebs@colostate.edu) with any questions regarding events or scheduling within the UCA.

Weather

Colorado State's severe weather policy is driven by the needs of the entire campus community rather than the particular needs of each individual. Each individual is responsible for deciding if the conditions are safe for their own travel.

Employees who are absent due to extreme weather when the University remains open must take annual leave, or leave without pay (if no annual leave is available) for work time missed.

CSU operation updates during severe weather can be found at:

Call 970-491-SNOW (5449)
Radio 530 AM
Radio 90.5 FM (KCSU)

You may also register your cell phone with the RAVE text messaging system to receive emergency notifications by logging into <https://ramweb.colostate.edu> with your eID.

Work Injuries

Any injury received while performing work duties at CSU must be reported **immediately**. See your department administrative assistant to obtain a Workers Compensation claim form. In cases of job related injury, employees are **required** to obtain care from one of the following providers:

Occupational Health Services South Clinic
Poudre Valley Hospital
4674 Snow Mesa Dr. Suite 200
Ft. Collins, CO 80528
970-495-8450

Occupational Health Services North Clinic
Poudre Valley Hospital
1025 Pennock Place
Ft. Collins, CO 80524
970-495-8450

Poudre Valley Hospital Emergency Department
1024 S. Lemay Ave.
Ft. Collins, CO 80524
970-495-7000

Concentra
2620 E. Prospect Rd., Suite 160
Ft. Collins, CO 80524
970-221-5811

General Care Medical Clinic
620 S. Lemay Ave.
Ft. Collins, CO 80524
970-482-6620

Workwell
1608 Topaz Drive
Loveland, CO 80537
970-593-0125

Information for Faculty

Absences from Campus

Please let LEAP staff know when you will be away from the University. This helps in scheduling meetings, responding to inquiries, obtaining signatures, etc.

ASCSU Course Survey

The University requires that ASCSU Course Surveys be conducted in courses during the last week of classes. Results are sent directly to the Faculty. GTAs are also required to have their students complete the surveys. The results of the survey are available online <http://ascsuc.colostate.edu/>.

Business cards

Contact your home department if you need to order business cards.

Canceling a Class

Please call 970-491-3746 to leave a message regarding absences and to cancel any classes. If you are aware in advance, please send an email to your students via your class list. When possible, the LEAP staff will post signage indicating the cancellation.

Executive Committee

The executive Committee meets periodically throughout the year. If you have an item you wish the Executive Committee to consider, please talk with an elected representative or the Director.

Faculty Meetings

Faculty Meetings are held once each semester. An agenda is prepared and distributed by the Director and all faculty members are expected to attend. If you cannot attend, please notify Katie Rothstein.

Returning Student Assignments

It is against University policy to put student assignments outside your door for pickup. All assignments must be either given back in class or during office hours.

Student privacy

Grades and certain other confidential information cannot be given out to parents unless the student is under 18. Social Security Numbers are not allowed to be utilized, and no records with Social Security Numbers can be kept.

Syllabi

All syllabi are required to be collected and saved on the LEAP server per college policy. Please email a syllabus for every class you teach by the first week of each semester to katie.rothstein@colostate.edu. Please use the standard syllabi format, a template is available from the LEAP staff.

Web Site

The LEAP web site is <http://leap.colostate.edu>. Please see Katie Rothstein if you would like to ass any edits, additions, changes, etc.

Information for Graduate Teaching Assistants

As an employee of the Special Academic Unit, you are expected to work a minimum of 20 hours per week throughout the year, including academic breaks (such as Fall and Spring Break, and Winter and Summer Recess, etc.). As such, when you are not in class or attending a seminar, you should be working on other LEAP related projects/responsibilities.

Any time off must be approved by your supervisor in advance. Request forms are available in the Faculty Lounge of the UCA. You are permitted 2 weeks (10 working days) of vacation per year in addition to standard University holidays. Additional absences will be considered as time off without pay.

Continued employment is dependent on satisfactory evaluations annually.

Family Medical Leave Policy

FML for Graduate Students Under CSU's Family Medical (FM) Leave Policy, any graduate student who has been employed full time for at least twelve (12) months is eligible for unpaid leave (up to 12 weeks) for any one (1) or a combination of the following reasons: (a) The birth of a son or daughter, and to care for the newborn child (leave must be completed within twelve (12) months of the date of birth); (b) The placement of a son or daughter for adoption or foster care with the employee and to care for the newly placed child (leave must be completed within twelve (12) months of the date of placement); (c) To care for a spouse, son, daughter, or parent with a serious health condition; and (d) Because of a serious health condition which causes the employee to be unable to perform one or more of the essential functions of his or her position. (Refer to <http://www.facultycouncil.colostate.edu/files/manual/appendic.htm>, Appendix 3 for further details regarding the University's Family Medical Leave Policy.)

Important Sources of Additional Information

- Academic Faculty/Administration Professional Staff Manual
<http://www.facultycouncil.colostate.edu/files/manual/table.html>
- LEAP Code
<http://leap.colostate.edu/>
- State of Colorado Employee Handbook for State Classified Employees
<http://www.colorado.gov/cs/Satellite/DPA-DHR/DHR/1228910669318>
- LEAP Graduate Student Guidelines
<http://leap.colostate.edu/>
- Student Employee Guidelines for Undergraduates
<http://ses.colostate.edu/employmentguidelines.aspx>

Special Academic Unit LEAP Institute for the Arts

Memorandums of Understanding

This document contains digital copies of the Memorandums of Understanding (MOUs) between the proposed Special Academic Unit, the LEAP Institute for the Arts, and the participating departments, colleges and faculty as outlined in section C.2.8.1 items e-g of the Faculty Manual, as listed here below.

C.2.8.1 Creation of a Special Academic Unit

Initial approval for the creation of a Special Academic Unit shall follow the procedures in Section C.2.2. The proposal for the creation of a Special Academic Unit shall include all of the following:

- e. For each department participating in the Special Academic Unit, there shall be a written document signed by the proposed Director(s) of the Special Academic Unit, the department head, and the college dean detailing the expected commitments of the department to the Special Academic Unit.
- f. For each college participating in the Special Academic Unit, there shall be a written document signed by the proposed Director(s) of the Special Academic Unit and the college dean detailing the expected commitments of the college to the Special Academic Unit.
- g. For each participating faculty member who is listed as helping to deliver the courses and/or programs of the Special Academic Unit, there shall be a written document signed by the proposed Director(s) of the Special Academic Unit, the faculty member, the head of the faculty member's home department, and the dean of faculty member's college detailing the expected commitments to the Special Academic Unit, the duration of these commitments, and how these expectations shall be factored into performance evaluations within the home department.

Table of Contents***Colleges*****College of Business****College of Engineering****College of Health and Human Sciences*****Departments*****Department of Art****Department of Communication Studies****Department of Design and Merchandising****Department of Economics****Department of English****Department of Music, Theatre and Dance*****Faculty*****Constance DeVereaux****Walt Jones****Margaret Miller****Eleanor Moseman****Todd Queen****Katie Rothstein****Michelle Stanley****Gary Voss**



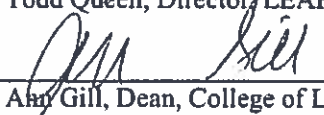
**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding - College**

The following is a Memorandum of Understanding between the LEAP Institute for the Arts Special Academic Unit (SAU) and the College of Business. This MOU was developed to promote Colorado State University's interdisciplinary Arts Leadership and Administration programs and describes expectations for participation of the College of Business departments and faculty as members of the LEAP SAU.

All faculty members holding full time, part time, regular and/or special academic appointments as well as adjunct faculty that hold a minimum rank of instructor or higher in the College of Business may become full members of the LEAP Institute. All members of the LEAP SAU faculty will maintain their home in their academic department. While there are expectations for LEAP SAU teaching and service activities, faculty will have no full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The LEAP Director may provide recommendations, on written advice of the LEAP Executive Committee, on Promotion and Tenure for participating faculty to their home Department upon written request of either the Chair of the home Department upon written request of the department chair.

This agreement has the support of the following individuals:

	7-15-13
Ajay Menon, Dean, College of Business	Date
	9/23/13
Dr. Todd Queen, Director, LEAP	Date
	9-23-13
Dr. Ann Gill, Dean, College of Liberal Arts	Date


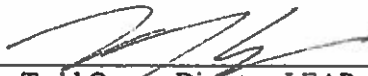
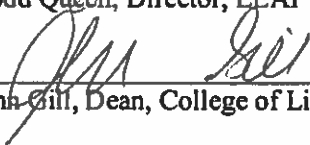
**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding - College**

The following is a Memorandum of Understanding between the LEAP Institute for the Arts Special Academic Unit (SAU) and the College of Engineering. This MOU was developed to promote Colorado State University's interdisciplinary Arts Leadership and Administration programs and describes expectations for participation of the College of Engineering departments and faculty as members of the LEAP SAU.

All faculty members holding full time, part time, regular and/or special academic appointments as well as adjunct faculty that hold a minimum rank of instructor or higher in the College of Engineering may become full members of the LEAP Institute. All members of the LEAP SAU faculty will maintain their home in their academic department. While there are expectations for LEAP SAU teaching and service activities, faculty will have no full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The LEAP Director may provide recommendations, on written advice of the LEAP Executive Committee, on Promotion and Tenure for participating faculty to their home Department upon written request of either the Chair of the home Department upon written request of the department chair.

This agreement has the support of the following individuals:

	6/26/13
Dr. Wade O. Troxell, Interim Dean, College of Engineering	Date
	7/2/13
Dr. Todd Queen, Director, LEAP	Date
	9-23-13
Dr. Ann Gill, Dean, College of Liberal Arts	Date

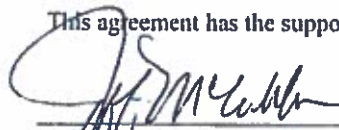


**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding - College**

The following is a Memorandum of Understanding between the LEAP Institute for the Arts Special Academic Unit (SAU) and the College of Health and Human Sciences. This MOU was developed to promote Colorado State University's interdisciplinary Arts Leadership and Administration programs and describes expectations for participation of the College of Health and Human Sciences departments and faculty as members of the LEAP SAU.

All faculty members holding full time, part time, regular and/or special academic appointments as well as adjunct faculty that hold a minimum rank of instructor or higher in the College of Health and Human Sciences may become full members of the LEAP Institute. All members of the LEAP SAU faculty will maintain their home in their academic department. While there are expectations for LEAP SAU teaching and service activities, faculty will have no full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The LEAP Director may provide recommendations, on written advice of the LEAP Executive Committee, on Promotion and Tenure for participating faculty to their home Department upon written request of either the Chair of the home Department upon written request of the department chair.

This agreement has the support of the following individuals:

	7/11/13
Jeff McCubbin, Dean, College of Health and Human Sciences	Date
	9/23/13
Dr. Todd Queen, Director, LEAP	Date
	9-23-13
Dr. Ann Gill, Dean, College of Liberal Arts	Date

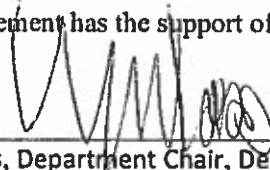
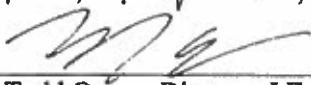
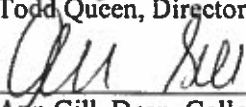
**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding - Departmental**

The following is a Memorandum of Understanding between the LEAP Institute for the Arts Special Academic Unit (SAU) and the Department of Art. This MOU was developed to promote Colorado State University's interdisciplinary Arts Leadership and Administration programs and describes expectations for participation of the Department of Art faculty as members of the LEAP SAU.

All faculty members holding full time, part time, regular and/or special academic appointments as well as adjunct faculty that hold a minimum rank of instructor or higher in the Department of Art may become full members of the LEAP Institute. All members of the LEAP SAU faculty will maintain their home in their academic department. While there are expectations for LEAP SAU teaching and service activities, faculty will have no full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The LEAP Director may provide recommendations, on written advice of the LEAP Executive Committee, on Promotion and Tenure for participating faculty to their home Department upon written request of either the Chair of the home Department upon written request of the department chair.

This agreement has the support of the following individuals:

	7/11/13 Date
_____ Gary Voss, Department Chair, Department of Art	
	9/23/13 Date
_____ Dr. Todd Queen, Director, LEAP	
	9-23-13 Date
_____ Dr. Ann Gill, Dean, College of Liberal Arts	


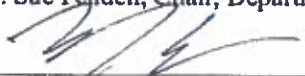

**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding - Departmental**

The following is a Memorandum of Understanding between the LEAP Institute for the Arts Special Academic Unit (SAU) and the Department of Communication Studies. This MOU was developed to promote Colorado State University's interdisciplinary Arts Leadership and Administration programs and describes expectations for participation of the Department of Communication Studies faculty as members of the LEAP SAU.

All faculty members holding full time, part time, regular and/or special academic appointments as well as adjunct faculty that hold a minimum rank of instructor or higher in the Department of Communication Studies may become full members of the LEAP Institute. All members of the LEAP SAU faculty will maintain their home in their academic department. While there are expectations for LEAP SAU teaching and service activities, faculty will have no full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The LEAP Director may provide recommendations, on written advice of the LEAP Executive Committee, on Promotion and Tenure for participating faculty to their home Department upon written request of either the Chair of the home Department upon written request of the department chair.

This agreement has the support of the following individuals:

	4/25/13
_____ Dr. Sue Pendell, Chair, Department of Communication Studies	Date
	9/23/13
_____ Dr. Todd Queen, Director, LEAP	Date
	9-23-13
_____ Dr. Ann Gill, Dean, College of Liberal Arts	Date



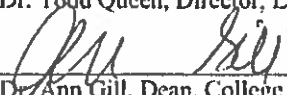
**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding - Departmental**

The following is a Memorandum of Understanding between the LEAP Institute for the Arts Special Academic Unit (SAU) and the Department of Design and Merchandising. This MOU was developed to promote Colorado State University's interdisciplinary Arts Leadership and Administration programs and describes expectations for participation of the Department of Design and Merchandising faculty as members of the LEAP SAU.

All faculty members holding full time, part time, regular and/or special academic appointments as well as adjunct faculty that hold a minimum rank of instructor or higher in the Department of Design and Merchandising may become full members of the LEAP Institute. All members of the LEAP SAU faculty will maintain their home in their academic department. While there are expectations for LEAP SAU teaching and service activities, faculty will have no full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The LEAP Director may provide recommendations, on written advice of the LEAP Executive Committee, on Promotion and Tenure for participating faculty to their home Department upon written request of either the Chair of the home Department upon written request of the department chair.

This agreement has the support of the following individuals:

	4/1/12
Nancy Miller, Department Chair, Department of Design and Merchandising	Date
	9/23/13
Dr. Todd Queen, Director, LEAP	Date
	9-23-13
Dr. Ann Gill, Dean, College of Liberal Arts	Date

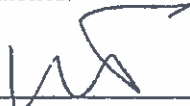

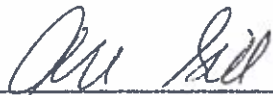
**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding with the Department of Economics**

This MOU describes the expectations for the participation of Department of Economics faculty and instructors as members of the LEAP Special Academic Unit.

The Department of Economics agrees to teach one section of ECON 101 each year, subject to instructor availability, with early registration available for students in the LEAP Institute. As long as the Department of Economics does so, the LEAP Institute will reimburse it for the cost of the instructor's salary for this section.

Whether or not they teach ECON 101, all faculty members and instructors in the Department of Economics may become members of the LEAP Institute if they request it and if the LEAP Institute and the Department of Economics agree. Membership in the LEAP Institute will not change these faculty members' and instructors' appointments in the Department of Economics. The Department of Economics will continue to be responsible for the annual evaluations and other personnel decisions concerning these faculty members and instructors, subject to the usual review and approval processes of the College and University. The LEAP Institute Director is welcome to provide letters of recommendation for these faculty members and instructors if they request it and if the Director agrees to do so.

Signatories:

	7/17/13
_____ Steven Shulman, Chair, Department of Economics	Date
	9/23/13
_____ Todd Queen, Director, LEAP Institute	Date
	9-23-13
_____ Ann Gill, Dean, College of Liberal Arts	Date




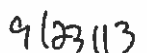
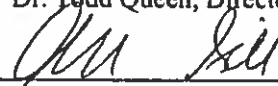
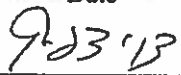
**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding - Departmental**

The following is a Memorandum of Understanding between the LEAP Institute for the Arts Special Academic Unit (SAU) and the Department of English. This MOU was developed to promote Colorado State University's interdisciplinary Arts Leadership and Administration programs and describes expectations for participation of the Department of English faculty as members of the LEAP SAU.

All faculty members holding full time, part time, regular and/or special academic appointments as well as adjunct faculty that hold a minimum rank of instructor or higher in the Department of English may become full members of the LEAP Institute. All members of the LEAP SAU faculty will maintain their home in their academic department. While there are expectations for LEAP SAU teaching and service activities, faculty will have no full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The LEAP Director may provide recommendations, on written advice of the LEAP Executive Committee, on Promotion and Tenure for participating faculty to their home Department upon written request of either the Chair of the home Department upon written request of the department chair.

This agreement has the support of the following individuals:

	
Louann Reid, Department Chair, Department of English	Date
	
Dr. Todd Queen, Director, LEAP	Date
	
Dr. Ann Gill, Dean, College of Liberal Arts	Date




**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding - Departmental**

The following is a Memorandum of Understanding between the LEAP Institute for the Arts Special Academic Unit (SAU) and the Department of Music, Theatre and Dance. This MOU was developed to promote Colorado State University's interdisciplinary Arts Leadership and Administration programs and describes expectations for participation of the Department of Music, Theatre and Dance faculty as members of the LEAP SAU.

All faculty members holding full time, part time, regular and/or special academic appointments as well as adjunct faculty that hold a minimum rank of instructor or higher in the Department of Music, Theatre and Dance may become full members of the LEAP Institute. All members of the LEAP SAU faculty will maintain their home in their academic department. While there are expectations for LEAP SAU teaching and service activities, faculty will have no full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The LEAP Director may provide recommendations, on written advice of the LEAP Executive Committee, on Promotion and Tenure for participating faculty to their home Department upon written request of either the Chair of the home Department upon written request of the department chair.

This agreement has the support of the following individuals:



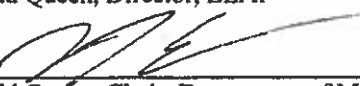
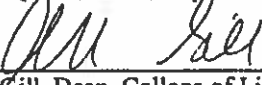
	9/23/13
Todd Queen, Department Chair, Department of Music, Theatre and Dance	Date
	9/23/13
Dr. Todd Queen, Director, LEAP	Date
	9-23-13
Dr. Ann Gill, Dean, College of Liberal Arts	Date

**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding – Faculty**

Purpose: This MOU details the expected commitments of Dr. Constance DeVereaux to the LEAP Institute for the Arts Special Academic Unit (SAU), the duration of these commitments, and how these expectations shall be factored into performance evaluations within the Department of Music, Theater and Dance. All members of the LEAP SAU faculty will maintain their home in their academic department. While there may be expectations for LEAP SAU teaching and service activities, faculty will not have full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The parties signing this MOU agree to the following stipulations:

1. Expected commitments in LEAP
 - a. Teaching: No fewer than 6 total credit hours per semester teaching in LEAP courses.
 - b. Service: No fewer than 5% total effort serving on LEAP faculty committees.
 - c. This commitment would entail no reduction of time or effort for duties assigned within the faculty member's home department.
 - d. Over any three-year period it is expected that every LEAP Institute faculty member make some direct contribution to the goals of the LEAP Institute. Evidence of participation may come from committee service, teaching in core courses, service on graduate committees of students recruited through the LEAP Institute, inviting and hosting seminar speakers, participating in LEAP Institute meetings, or some other commitment that requires an expenditure of effort to enhance the LEAP Institute.
2. Duration of these commitments
 - a. This MOU shall be re-negotiated every 5 years or when substantive changes to the LEAP Code are approved.
 - b. The faculty member may terminate his/her membership in LEAP at any time, terminating this MOU.
 - c. The LEAP Executive Committee will reevaluate the participation of the member after one year and recommend to the Director the continuation or termination of that individual from the LEAP Institute.
3. Evaluations
 - a. Dr. Constance DeVereaux shall provide to the Head of the Department of Music, Theater and Dance any and all student evaluations of their teaching in LEAP courses in each calendar year, no later than January 15 of the subsequent year. The Head of the Department of Music, Theater and Dance shall weight the LEAP efforts no less than 5% of the total annual evaluation.

 <hr/> Dr. Constance DeVereaux, Assistant Professor, Arts Leadership and Administration, Department of Music, Theater and Dance	August 22, 2013 <hr/> Date
 <hr/> Dr. Todd Queen, Director, LEAP	9/23/13 <hr/> Date
 <hr/> Dr. Todd Queen, Chair, Department of Music, Theater and Dance	9/23/13 <hr/> Date
 <hr/> Dr. Ann Gill, Dean, College of Liberal Arts	9-23-13 <hr/> Date

**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding – Faculty**

Purpose: This MOU details the expected commitments of Dr. Walt Jones to the LEAP Institute for the Arts Special Academic Unit (SAU), the duration of these commitments, and how these expectations shall be factored into performance evaluations within the Department of Music, Theater and Dance.

All members of the LEAP SAU faculty will maintain their home in their academic department. While there may be expectations for LEAP SAU teaching and service activities, faculty will not have full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The parties signing this MOU agree to the following stipulations:

1. Expected commitments in LEAP
 - a. Teaching: No more than 6 total credit hours per semester teaching in LEAP courses.
 - b. Service: No more than 5% total effort serving on LEAP faculty committees.
 - c. This commitment would entail no reduction of time or effort for duties assigned within the faculty member's home department.
 - d. Over any three-year period it is expected that every LEAP Institute faculty member make some direct contribution to the goals of the LEAP Institute. Evidence of participation may come from committee service, teaching in core courses, service on graduate committees of students recruited through the LEAP Institute, inviting and hosting seminar speakers, participating in LEAP Institute meetings, or some other commitment that requires an expenditure of effort to enhance the LEAP Institute.
2. Duration of these commitments
 - a. This MOU shall be re-negotiated every 5 years or when substantive changes to the LEAP Code are approved.
 - b. The faculty member may terminate his/her membership in LEAP at any time, terminating this MOU.
 - c. The LEAP Executive Committee will reevaluate the participation of the member after one year and recommend to the Director the continuation or termination of that individual from the LEAP Institute.
3. Evaluations
 - a. Dr. Walt Jones shall provide to the Head of the Department of Music, Theater and Dance any and all student evaluations of their teaching in LEAP courses in each calendar year, no later than January 15 of the subsequent year. The Head of the Department of Music, Theater and Dance shall weight the LEAP efforts no more than 5% of the total annual evaluation.



Dr. Walt Jones, Assistant Chair for the Curriculum, Department of Music, Theatre and Dance, Director, Theatre & Dance Division, Department of Music, Theater and Dance

9/24/13
Date



Dr. Todd Queen, Director, LEAP

9/23/13
Date



Dr. Todd Queen, Chair, Department of Music, Theater and Dance

9/23/13
Date



Dr. Ann Gill, Dean, College of Liberal Arts

9-23-13
Date

**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding – Faculty**

Purpose: This MOU details the expected commitments of Margaret Miller to the LEAP Institute for the Arts Special Academic Unit (SAU), the duration of these commitments, and how these expectations shall be factored into performance evaluations within the Department of Music, Theater and Dance. All members of the LEAP SAU faculty will maintain their home in their academic department. While there may be expectations for LEAP SAU teaching and service activities, faculty will not have full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The parties signing this MOU agree to the following stipulations:

1. Expected commitments in LEAP
 - a. Teaching: No more than 6 total credit hours per semester teaching in LEAP courses.
 - b. Service: No more than 5% total effort serving on LEAP faculty committees.
 - c. This commitment would entail no reduction of time or effort for duties assigned within the faculty member's home department.
 - d. Over any three-year period it is expected that every LEAP Institute faculty member make some direct contribution to the goals of the LEAP Institute. Evidence of participation may come from committee service, teaching in core courses, service on graduate committees of students recruited through the LEAP Institute, inviting and hosting seminar speakers, participating in LEAP Institute meetings, or some other commitment that requires an expenditure of effort to enhance the LEAP Institute.
2. Duration of these commitments
 - a. This MOU shall be re-negotiated every 5 years or when substantive changes to the LEAP Code are approved.
 - b. The faculty member may terminate his/her membership in LEAP at any time, terminating this MOU.
 - c. The LEAP Executive Committee will reevaluate the participation of the member after one year and recommend to the Director the continuation or termination of that individual from the LEAP Institute.
3. Evaluations
 - a. Margaret Miller shall provide to the Head of the Department of Music, Theater and Dance any and all student evaluations of their teaching in LEAP courses in each calendar year, no later than January 15 of the subsequent year. The Head of the Department of Music, Theater and Dance shall weight the LEAP efforts no more than 5% of the total annual evaluation.



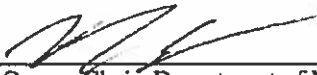
Margaret Miller, Assistant Professor of Music, Department of Music, Theater and Dance

22 August 2013
Date



Dr. Todd Queen, Director, LEAP

9/23/13
Date



Dr. Todd Queen, Chair, Department of Music, Theater and Dance

9/23/13
Date



Dr. Ann Gill, Dean, College of Liberal Arts

9-23-13
Date


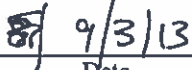






**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding – Faculty**

Purpose: This MOU details the expected commitments of Dr. Eleanor Moseman to the LEAP Institute for the Arts Special Academic Unit (SAU), the duration of these commitments, and how these expectations shall be factored into performance evaluations within the Department of Art.

All members of the LEAP SAU faculty will maintain their home in their academic department. While there may be expectations for LEAP SAU teaching and service activities, faculty will not have full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The parties signing this MOU agree to the following stipulations:

1. Expected commitments in LEAP
 - a. Teaching: No more than 6 total credit hours per semester teaching in LEAP courses.
 - b. Service: No more than 5% total effort serving on LEAP faculty committees.
 - c. This commitment would entail no reduction of time or effort for duties assigned within the faculty member's home department.
 - d. Over any three-year period it is expected that every LEAP Institute faculty member make some direct contribution to the goals of the LEAP Institute. Evidence of participation may come from committee service, teaching in core courses, service on graduate committees of students recruited through the LEAP Institute, inviting and hosting seminar speakers, participating in LEAP Institute meetings, or some other commitment that requires an expenditure of effort to enhance the LEAP Institute.
2. Duration of these commitments
 - a. This MOU shall be re-negotiated every 5 years or when substantive changes to the LEAP Code are approved.
 - b. The faculty member may terminate his/her membership in LEAP at any time, terminating this MOU.
 - c. The LEAP Executive Committee will reevaluate the participation of the member after one year and recommend to the Director the continuation or termination of that individual from the LEAP Institute.
3. Evaluations
 - a. Dr. Eleanor Moseman shall provide to the Head of the Department of Art any and all student evaluations of their teaching in LEAP courses in each calendar year, no later than January 15 of the subsequent year. The Head of the Department of Art shall weight the LEAP efforts no more than 5% of the total annual evaluation.

 <hr/> Dr. Eleanor Moseman, Associate Professor of Art History, Department of Art	 Date
 <hr/> Dr. Todd Queen, Director, LEAP	 Date
 <hr/> Gary Voss, Chair, Department of Art	 Date
 <hr/> Dr. Ann Gibb, Dean, College of Liberal Arts	 Date

**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding – Faculty**

Purpose: This MOU details the expected commitments of Dr. Todd Queen to the LEAP Institute for the Arts Special Academic Unit (SAU), the duration of these commitments, and how these expectations shall be factored into performance evaluations within the Department of Music, Theater and Dance.

All members of the LEAP SAU faculty will maintain their home in their academic department. While there may be expectations for LEAP SAU teaching and service activities, faculty will not have full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The parties signing this MOU agree to the following stipulations:


1. Expected commitments in LEAP
 - a. Teaching: No more than 6 total credit hours per semester teaching in LEAP courses.
 - b. Service: No more than 5% total effort serving on LEAP faculty committees.
 - c. This commitment would entail no reduction of time or effort for duties assigned within the faculty member's home department.
 - d. Over any three-year period it is expected that every LEAP Institute faculty member make some direct contribution to the goals of the LEAP Institute. Evidence of participation may come from committee service, teaching in core courses, service on graduate committees of students recruited through the LEAP Institute, inviting and hosting seminar speakers, participating in LEAP Institute meetings, or some other commitment that requires an expenditure of effort to enhance the LEAP Institute.
2. Duration of these commitments
 - a. This MOU shall be re-negotiated every 5 years or when substantive changes to the LEAP Code are approved.
 - b. The faculty member may terminate his/her membership in LEAP at any time, terminating this MOU.
 - c. The LEAP Executive Committee will reevaluate the participation of the member after one year and recommend to the Director the continuation or termination of that individual from the LEAP Institute.
3. Evaluations
 - a. Dr. Todd Queen shall provide to the Head of the Department of Music, Theater and Dance any and all student evaluations of their teaching in LEAP courses in each calendar year, no later than January 15 of the subsequent year. The Head of the Department of Music, Theater and Dance shall weight the LEAP efforts no more than 5% of the total annual evaluation.



 Dr. Todd Queen, Chair, Department of Music, Theatre and Dance. Director of LEAP,
 Department of Music, Theater and Dance

9/23/13

 Date



 Dr. Todd Queen, Director, LEAP

9/23/13

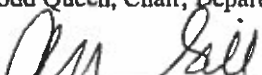
 Date



 Dr. Todd Queen, Chair, Department of Music, Theater and Dance

9/23/13

 Date



 Dr. Amy Gill, Dean, College of Liberal Arts

9-23-13

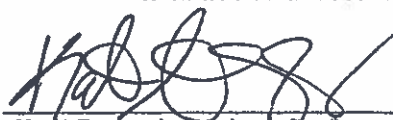
 Date

**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding – Faculty**

Purpose: This MOU details the expected commitments of Katie Rothstein to the LEAP Institute for the Arts Special Academic Unit (SAU), the duration of these commitments, and how these expectations shall be factored into performance evaluations within the Department of Music, Theater and Dance. All members of the LEAP SAU faculty will maintain their home in their academic department. While there may be expectations for LEAP SAU teaching and service activities, faculty will not have full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The parties signing this MOU agree to the following stipulations:

1. Expected commitments in LEAP
 - a. Teaching: No fewer than 6 total credit hours per semester teaching in LEAP courses.
 - b. Service: No less than 5% total effort serving on LEAP faculty committees.
 - c. This commitment would entail no reduction of time or effort for duties assigned within the faculty member's home department.
 - d. Over any three-year period it is expected that every LEAP Institute faculty member make some direct contribution to the goals of the LEAP Institute. Evidence of participation may come from committee service, teaching in core courses, service on graduate committees of students recruited through the LEAP Institute, inviting and hosting seminar speakers, participating in LEAP Institute meetings, or some other commitment that requires an expenditure of effort to enhance the LEAP Institute.
2. Duration of these commitments
 - a. This MOU shall be re-negotiated every 5 years or when substantive changes to the LEAP Code are approved.
 - b. The faculty member may terminate his/her membership in LEAP at any time, terminating this MOU.
 - c. The LEAP Executive Committee will reevaluate the participation of the member after one year and recommend to the Director the continuation or termination of that individual from the LEAP Institute.
3. Evaluations
 - a. Katie Rothstein shall provide to the Head of the Department of Music, Theater and Dance any and all student evaluations of their teaching in LEAP courses in each calendar year, no later than January 15 of the subsequent year. The Head of the Department of Music, Theater and Dance shall weight the LEAP efforts no less than 5% of the total annual evaluation.



Katie Rothstein, Assistant Professor, Associate Director, LEAP, Department of Music, Theater and Dance

8/22/13

Date



Dr. Todd Queen, Director, LEAP

9/23/13

Date



Dr. Todd Queen, Chair, Department of Music, Theater and Dance

9/23/13

Date



Dr. Ann Gill, Dean, College of Liberal Arts

9-23-13

Date

**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding – Faculty**

Purpose: This MOU details the expected commitments of Dr. Michelle Stanley to the LEAP Institute for the Arts Special Academic Unit (SAU), the duration of these commitments, and how these expectations shall be factored into performance evaluations within the Department of Music, Theater and Dance. All members of the LEAP SAU faculty will maintain their home in their academic department. While there may be expectations for LEAP SAU teaching and service activities, faculty will not have full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The parties signing this MOU agree to the following stipulations:

1. Expected commitments in LEAP
 - a. Teaching: No more than 3 total credit hours per semester teaching in LEAP courses.
 - b. Service: No more than 5% total effort serving on LEAP faculty committees.
 - c. This commitment would entail no reduction of time or effort for duties assigned within the faculty member's home department.
 - d. Over any three-year period it is expected that every LEAP Institute faculty member make some direct contribution to the goals of the LEAP Institute. Evidence of participation may come from committee service, teaching in core courses, service on graduate committees of students recruited through the LEAP Institute, inviting and hosting seminar speakers, participating in LEAP Institute meetings, or some other commitment that requires an expenditure of effort to enhance the LEAP Institute.
2. Duration of these commitments
 - a. This MOU shall be re-negotiated every 5 years or when substantive changes to the LEAP Code are approved.
 - b. The faculty member may terminate his/her membership in LEAP at any time, terminating this MOU.
 - c. The LEAP Executive Committee will reevaluate the participation of the member after one year and recommend to the Director the continuation or termination of that individual from the LEAP Institute.
3. Evaluations
 - a. Dr. Michelle Stanley shall provide to the Head of the Department of Music, Theater and Dance any and all student evaluations of their teaching in LEAP courses in each calendar year, no later than January 15 of the subsequent year. The Head of the Department of Music, Theater and Dance shall weight the LEAP efforts no more than 5% of the total annual evaluation.



Dr. Michelle Stanley, Assistant Professor of Music, Department of Music, Theater and Dance

9/10/13

Date



Dr. Todd Queen, Director, LEAP

9/23/13

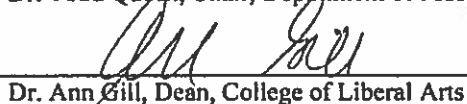
Date



Dr. Todd Queen, Chair, Department of Music, Theater and Dance

9/23/13

Date



Dr. Ann Gill, Dean, College of Liberal Arts

9-23-13

Date

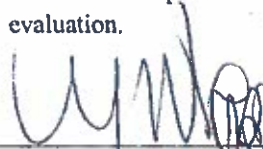



**LEAP Institute for the Arts
Special Academic Unit
Memorandum of Understanding – Faculty**

Purpose: This MOU details the expected commitments of Gary Voss to the LEAP Institute for the Arts Special Academic Unit (SAU), the duration of these commitments, and how these expectations shall be factored into performance evaluations within the Department of Art.

All members of the LEAP SAU faculty will maintain their home in their academic department. While there may be expectations for LEAP SAU teaching and service activities, faculty will not have full time employment within the LEAP SAU. Tenure and promotion decisions, faculty evaluations, salary increases, post-tenure review and all other faculty related matters will remain within their home department and home college.

The parties signing this MOU agree to the following stipulations:

1. Expected commitments in LEAP
 - a. Teaching: No more than 6 total credit hours per semester teaching in LEAP courses.
 - b. Service: No more than 5% total effort serving on LEAP faculty committees.
 - c. This commitment would entail no reduction of time or effort for duties assigned within the faculty member's home department.
 - d. Over any three-year period it is expected that every LEAP Institute faculty member make some direct contribution to the goals of the LEAP Institute. Evidence of participation may come from committee service, teaching in core courses, service on graduate committees of students recruited through the LEAP Institute, inviting and hosting seminar speakers, participating in LEAP Institute meetings, or some other commitment that requires an expenditure of effort to enhance the LEAP Institute.
2. Duration of these commitments
 - a. This MOU shall be re-negotiated every 5 years or when substantive changes to the LEAP Code are approved.
 - b. The faculty member may terminate his/her membership in LEAP at any time, terminating this MOU.
 - c. The LEAP Executive Committee will reevaluate the participation of the member after one year and recommend to the Director the continuation or termination of that individual from the LEAP Institute.
3. Evaluations
 - a. Gary Voss shall provide to the Head of the Department of Art any and all student evaluations of their teaching in LEAP courses in each calendar year, no later than January 15 of the subsequent year. The Head of the Department of Art shall weight the LEAP efforts no more than 5% of the total annual evaluation.

 <hr/> Gary Voss, Chairman of Art, Department of Art	8/22/13 <hr/> Date
 <hr/> Dr. Todd Queen, Director, LEAP	9/23/13 <hr/> Date
 <hr/> Gary Voss, Chair, Department of Art	9/23/13 <hr/> Date
 <hr/> Dr. Ann Gill, Dean, College of Liberal Arts	9-23-13 <hr/> Date

Special Academic Unit LEAP Institute for the Arts

Letters of Support

Office of the
Provost and Executive Vice President

108 Administration
1001 Campus Delivery
Fort Collins, Colorado 80523-1001
(970) 491-6614
www.colostate.edu

December 8, 2011

University Curriculum Committee
c/o Howard Ramsdell
Colorado State University
1680 Campus Delivery
Fort Collins, CO 80523-1680

Colleagues:

I met last month with the Dean of CLA and the Chair of Music to discuss their a proposal to constitute the LEAP Institute initiative as a "Special Academic Unit" (SAU), which is a newly-defined academic structure outlined in the Faculty and Administrative Professional Manual. As I understand it, the successful creation of the Institute will allow for the possibility of an undergraduate minor in Arts Leadership and enhance the development of a future graduate degree program in partnership with the Department of Music, Theatre and Dance, the Department of Art, the School of Business and Beet Street. This is an exciting venture for us all, but particularly for the arts disciplines, whose students will be given valuable tools to take control of their arts careers, affect arts advocacy in the community, leadership in arts organizations, and the entrepreneurial skills to make it all happen. The interdisciplinary nature of the curricular initiative seems well-suited to the SAU mechanism.

The creation of the SAU will be dependent upon successful execution of memoranda of understanding (MOUs) with the Deans of the School of Business and the College of Liberal Arts, the appropriate Chairs of the departments and areas that are home to LEAP faculty. These MOUs shall codify existing practices with regard to teaching and service efforts, and I am not expecting that it will represent a significant expansion of the effort of faculty members in the arts programs.

I understand that you will be meeting in future weeks with the appropriate University parties whose consultation and/or approval will be necessary for the establishment of the SAU, the Deans of the School of Business and of the College of Liberal Arts, the Chairs of the involved departments and arts areas, and the relevant Faculty Council committees (Scholarship, Research & Graduate Education; Curriculum; Strategic & Financial Planning; Faculty Governance; and, Executive Committee) prior to seeking approval of the Faculty Council, as required by the Manual.

You may let these parties know that, pending successful resolution of the details of the arrangement, I am quite supportive of the designation of the LEAP Institute as a SAU, as stipulated above.

Sincerely,



Rick Miranda
Provost and Executive Vice President



July 16, 2012

University Curriculum Committee
c/o Howard Ramsdell
Colorado State University
1680 Campus Delivery
Fort Collins, CO 80523-1680

College of Business
Office of the Dean
1201 Campus Delivery
Fort Collins, Colorado 80523-1201
(970) 491-6471
FAX: (970) 491-0596
<http://www.biz.colostate.edu>

Colleagues:

I met recently with Gary Voss and Todd Queen to discuss their proposal to constitute the LEAP (Leadership, Entrepreneurship, Arts Advocacy and the Public) Institute for the Arts as a Special Academic Unit (SAU), which is a newly-defined academic structure outlined in the Faculty and Administrative Professional Manual (sec. C.2..3.3). As I understand it, the successful creation of the LEAP Institute will allow for the possibility of valuable new degree programs in partnership with the Department of Music, Theater and Dance, the Department of Art, the College of Business and the Arts Incubator of the Rockies (AIR, a division of Beet Street) including:

1. An undergraduate minor in Arts Leadership and Administration
2. A future graduate degree in Arts Leadership and Administration

This is an exciting venture for Colorado State University, but particularly for the students of the arts and business disciplines. Through this program, arts students will be given valuable tools to take control of their arts careers, affect arts advocacy in the community, display leadership in arts organizations and gain the entrepreneurial skills to make it all happen. In addition, such a program would put CSU on the forefront of arts administration. A partnership with an Arts Incubator and a University has not been seen before in the country and CSU would be the first in the region to offer an Arts Leadership and Administration degree.

In addition, I feel that this program benefits the College of Business as well. By incorporating students from other disciplines into our classes, we find that it makes our classes better. Students from fine arts related majors contribute new and creative viewpoints in the classroom, which benefit all students in the class.

I would like to offer my support of this initiative and continue to support it in the future.

Best Regards,

Ajay Menon
Chief Innovation Officer – The State of Colorado
Dean - College of Business


DEC 15 2011



December 8, 2011

College of Liberal Arts
C138 Clark Building
Fort Collins, Colorado 80523-1701
(970) 491-5421; FAX: (970) 491-0528
www.colostate.edu/Colleges/LibArts/

MEMORANDUM

TO: University Curriculum Committee
FROM: Ann Gill, Dean 
SUBJECT: LEAP Special Academic Unit

I write to express enthusiastic support for the LEAP Special Academic Unit and the programs that will be housed within it. The LEAP Institute will bring another distinction to our visual and performing arts programs. It will make them even more competitive on a regional and national level as well as increase their national reputation. By offering courses and degrees in leadership and arts advocacy, the program will attract a greater number of students to Colorado State, which is in keeping with the University Strategic Plan. It will be a wonderful outreach program, providing a service that has been requested by professional artists and arts organizations in the region. It also will have even greater potential for outreach as a result of partnerships--current and future--with Beet Street and the City of Fort Collins, which will also enrich other activities of our arts programs.

I am very excited about the potential for the LEAP Special Academic Unit and fully supportive of the project. I am convinced that the administration and faculty in the Departments of Art and of Music, Theatre and Dance have an excellent plan and the personnel to carry out a very impressive set of academic and outreach programs through LEAP.



Department of Economics
1771 Campus Delivery
Fort Collins, Colorado 80523.1771
970.491.6324
FAX: 970.491.2925

<http://www.colostate.edu/Depts/Econ>

July 24, 2012

TO: Prof. Howard Ramsdell
Chair, University Curriculum Committee

FROM: Prof. Steven Shulman
Chair, Department of Economics

RE: SAU designation for LEAP Institute for the Arts

Prof. Ramsdell -- I write to support the application of the LEAP (Leadership, Entrepreneurship, Arts Advocacy and the Public) Institute for the Arts for designation as a Special Academic Unit (SAU). After speaking with Dr. Todd Queen, the chair of the Department of Music, Theatre and Dance, my understanding is that the LEAP Institute for the Arts will allow for the possibility of valuable new interdisciplinary degree programs, including an undergraduate minor in Arts Leadership and Administration and a future graduate degree in Arts Leadership and Administration. I believe these programs will work to the benefit of the university community as a whole as well as providing valuable training for students in the fine arts.

The LEAP institute is a partnership of the Department of Music, Theater and Dance, the Department of Art, the College of Business and the Arts Incubator of the Rockies (AIR, a division of Beet Street). Speaking as a faculty member who is not in the arts, this strikes me as an exciting venture for CSU, precisely the type of forward-looking, career-oriented, multi-disciplinary program that will attract students and increase the value-added of a degree in the arts. Through this program, arts students will be given the tools they need to take control of their careers, advocate for the arts in their communities, display leadership in arts organizations and gain the entrepreneurial skills to make it all happen. In addition, such a program would put CSU on the forefront of arts administration. A partnership with an Arts Incubator and a University has not been seen before in the country and CSU would be the first in the region to offer an Arts Leadership and Administration degree.

I should add that this program also benefits the Department of Economics. Students in the fine arts contribute new and creative viewpoints in social science classes like ours. We are glad that the LEAP initiative will bring more arts majors into our classes. We are supporting the initiative by offering additional sections of ECON 101 as part of the degree requirements for this program.

Please feel free to call me if you would like to discuss the application of the LEAP Institute for SAU status or my support of it.

Sincerely,



Steven Shulman
Professor & Chair
Department of Economics
C306 Clark Building
Colorado State University
970-491-6940



July 16, 2012

University Curriculum Committee
c/o Howard Ramsdell
Colorado State University
1680 Campus Delivery
Fort Collins, CO 80523-1680

The Career Center
Lory Student Center
8033 Campus Delivery
Fort Collins, Colorado 80523-8033
(970) 491-5707
Fax: (970) 491-1134
<http://www.career.colostate.edu>

To whom it may concern:

I have been meeting with members the Arts Incubator of the Rockies and Katie Yeager, Assistant Professor in the Department of Music, Theater and Dance to discuss the proposal to constitute the LEAP (Leadership, Entrepreneurship, Arts Advocacy and the Public) Institute of the Arts as a Special Academic Unit (SAU) at Colorado State University. I understand that you are to meet to determine if this initiative will be a success. I would like to offer my full support of this project and to inform the University Curriculum Committee why I strongly believe in this initiative.

The proposed the LEAP Institute will offer new degree programs in partnership with the Department of Music, Theater and Dance, the department of Art, the College of Business and the Arts Incubator of the Rockies (AIR, a division of Beet Street). AIR is a revolutionary partnership between Beet Street, The City of Fort Collins Cultural Services Department, the only full-service arts incubator in the Intermountain West and the only one in the nation associated with a major land grant university. The leadership involved with the LEAP Institute has made an important philosophical shift in the way they plan to teach their students. They are joining forces thru an innovative internship program that will connect students with working professionals.

This program and partnership is truly unique and exciting. I believe that the proposed Minor in Arts Leadership and Administration and the proposed Master of Arts in Arts Leadership and administration will be an asset to the university. It offers not only art students, but all students interested in creative ventures, a solid foundation for a career path in the future. I am excited by these proposed programs and believe that they will find popularity among the student body and prospective graduate students.

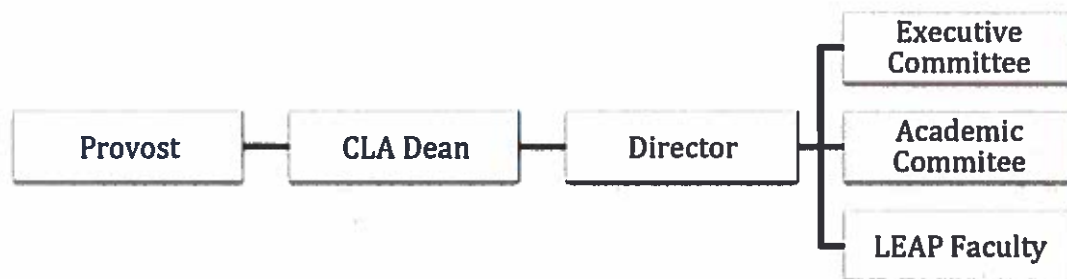
Best regards,

A handwritten signature in black ink that reads "Wendy Rose". The signature is written in a cursive, flowing style.

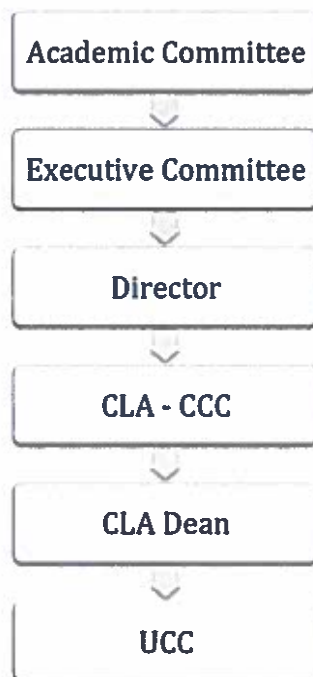
Wendy Rose
Career Center Liaison to the College of Liberal Arts
Assistant Director
Career Center
Colorado State University
Wendy.rose@colostate.edu

LEAP Special Academic Unit

Organizational Hierarchy



Curriculum Flow Chart



Proposed LEAP Institute for the Arts

	FISCAL YEAR				
	13	14	15	16	17
Expenses					
Employees					
Faculty Salary* Base	80,860				
Admin. Pro. Salary** Base	62,200				
Other Salary*** Base	20,000		8,000		8,000
GTA Positions**** # New each year		1	1		
Total Salary	-	12,699	12,699		
Total Tuition		16,760	16,760		
Operating					
Marketing/Recruitment Base	7,000				
One-Time	10,000	5,000	3,000	3,000	
Equipment (IPads for RI) Base	3,000	6,000	3,500	1,100	1,100
Library Resources Base	500				
Student Awards					
Project Seed Money Base	2,500	5,000	2,500		2,000
Travel Base	2,000	2,000	4,000		
Scholarships Base		10,000			
AIR Partnership					
Internship Base	12,000	4,000		8,000	
Student Memberships Base	20,000				
Guest Lecture Series Base	5,000		5,000		
Total Expenses					
Base	215,060	39,699	35,699	9,100	11,100
One-Time	10,000	5,000	3,000	3,000	-
Tuition	-	16,760	16,760	-	-
Total Running Expenses	205,060	266,519	321,978	334,078	345,178
Total Expenses	225,060	61,459	55,459	12,100	11,100

Proposed LEAP Institute for the Arts

	13	14	15	16	17
Returns					
New Tuition Revenue					
Resident Tuition	\$8,380				
Non-Resident Tuition	\$20,570				
OnlinePlus*****	\$14,823				
Annual Increase	7.5% Res & DCE/5% Non res				
	# of Resident	8	10	15	20
	# of Non Resident	-	5	10	15
	# of OnlinePlus Students		5	10	15
	Total # of Students	8	20	35	60
Resident Tuition	67,040	90,085	145,262	208,209	279,781
Non-Resident Tuition	-	107,993	226,784	357,185	375,044
OnlinePlus	-	79,674	171,298	276,218	395,913
Sub total Tuition	67,040	277,751	543,345	841,613	1,050,738
Tuition Share					
Residential	100%	60%	50%	40%	33%
Total	67,040	166,651	271,672	336,645	346,744
OnlinePlus	-	51,788	111,344	179,542	257,344
Total	67,040	218,439	383,016	516,187	604,087
Development					
Grants/Development		10,000	15,000	20,000	25,000
Private Sponsorship	2,000	5,000	5,000	7,500	7,500
Corporate Sponsorship	5,000	5,000	7,500	10,000	10,000
Other					
Program Fee 2013-15	\$1,500	30,000	52,500	-	-
Program Fee 2016-17	\$2,000	-	-	100,000	120,000
Running Total Accumulated Costs	205,060	266,519	321,978	334,078	345,178
Running Total Revenue	86,040	268,439	463,016	653,687	766,587
	(139,020)				
Revenue - Expenses		1,920	141,038	319,609	421,409
Tuition Share back to Central		119,068	288,802	532,589	743,586
Tuition Share back to DCE		27,886	59,954	96,676	138,570

Notes and Comments:

- * Salary is based on an Associate Professor level at \$65,000 plus fringe
- ** Salary is based on an Director salary at \$50,000 plus fringe
- *** Section coverage for Economics, College of Business, and other sections not covered by new faculty
- **** We will plan on offering 2 in-state GTA positions by FY 2014-15
- ***** Students enrolled in three 3 credit LEAP courses per year at \$1,647 per 3-credit class

When Base salary funds are listed, it is assumed these funds will continue in subsequent years. For example, in Year 1, you will list one new faculty FTE under Faculty Salary only in Year 1 (the base addition assumes this FTE will continue in out years).

NOV 14 2013

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NEW/MAJOR, MINOR CHANGES/DROPS PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME Katie Rothstein EMAIL PHONE

CHECK THE APPROPRIATE LINE ON THE FAR LEFT. See Curricular Policies and Procedures Handbook, available at http://www.colostate.edu/orgs/ucc for instructions.

ADDS

- ADD a new degree or major or graduate program or concentration or specialization or option or minor or interdisciplinary studies program.
ADD a new department and/or college or new SAU.

MAJOR CHANGES

- CHANGE the curriculum requirements of an approved major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program involving a sum total of 7 or more credits.
CHANGE the name of an existing department and/or college, or SAU.
CHANGE the name of a degree or major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program.
CHANGE AUCC Category 4 requirements of an approved major or concentration.
DROP a degree or major graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program and requirements.

MINOR CHANGES

- CHANGE the curriculum requirements of an approved major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program involving a sum total of less than 7 credits.
CHANGE courses and/or group requirements from freshman/sophomore year to junior/senior year or vice versa in an approved major or concentration or option or minor or interdisciplinary studies program.

SECTION I

A. PRESENT NAME / EXISTING ONLY

B. REQUESTED NAME / NEW OR CHANGES ONLY

Table with columns for Present Name, College, Department/SAU, Requested Name, Major/Graduate Program Name, Option, Minor, Interdisciplinary Minor/Graduate Studies Program, Degree.

EFFECTIVE DATE (TERM AND YEAR) REQUESTED Fall 2014

SECTION II-JUSTIFICATION FOR REQUEST

The current minor of Arts Leadership and Administration uses a core curriculum of LEAP (Leadership, Entrepreneurship, Arts Advocacy and the Public) courses. This minor is more appropriately housed in the pending LEAP Institute for the Arts Special Academic Unit. The proposal for the SAU accompanies this request.

Approval table with columns: CHANNELS FOR APPROVAL, DATE, CURRICULUM & CATALOG USE ONLY, Approval Date. Includes signatures and dates for Department Head, Chairperson, Dean, etc.

NEW/MAJOR, MINOR CHANGES/DROPS PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME _____ EMAIL _____ PHONE _____
(REQUIRED)

CHECK THE APPROPRIATE LINE ON THE FAR LEFT. See Curricular Policies and Procedures Handbook, available at <http://www.colostate.edu/orgs/ucc> for instructions.

ADDS

- _____ ADD a new degree or major or graduate program or concentration or specialization or option or minor or interdisciplinary studies program. (Complete Section I-Columns A and B (only new gets listed in column B), Section II, Section III-Column B, Section IV as needed, and Section V.)
- _____ ADD a new department and/or college or new SAU. (Complete Section I-Columns A and/or B and Sections II and V.)

MAJOR CHANGES

- _____ CHANGE the curriculum requirements of an approved major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program involving a sum total of 7 or more credits. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B, Section IV as needed.)
- X _____ CHANGE the name of an existing department and/or college, or SAU. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
- _____ CHANGE the name of a degree or major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
- _____ CHANGE AUGC Category 4 requirements of an approved major or concentration. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)
- _____ DROP a degree or major graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program and requirements. (Complete Section I-Column A and Section II.)

MINOR CHANGES

- _____ CHANGE the curriculum requirements of an approved major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program involving a sum total of less than 7 credits. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B, Section IV as needed.)
- _____ CHANGE courses and/or group requirements from freshman/sophomore year to junior/senior year or vice versa in an approved major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)

SECTION I

A. PRESENT NAME / EXISTING ONLY

B. REQUESTED NAME / NEW OR CHANGES ONLY

Liberal Arts	COLLEGE	
College of Liberal Arts	DEPARTMENT/SAU	LEAP Institute for the Arts (S.A.U.)
Master in Arts Leadership and Administration	MAJOR/GRADUATE PROGRAM NAME UNDERGRADUATE CONCENTRATION/ GRADUATE SPECIALIZATION	
	OPTION	
	MINOR	
	INTERDISCIPLINARY MINOR/GRADUATE STUDIES PROGRAM	
M.A.L.A.	DEGREE	

EFFECTIVE DATE (TERM AND YEAR) REQUESTED Fall 2014

SECTION II-JUSTIFICATION FOR REQUEST

The current Master's in Arts Leadership and Administration uses a core curriculum of LEAP (Leadership, Entrepreneurship, Arts Advocacy and the Public) courses. This program is more appropriately housed in the pending LEAP Institute for the Arts Special Academic Unit. The proposal for the SAU accompanies this request.

CHANNELS FOR APPROVAL	DATE	CURRICULUM & CATALOG USE ONLY	Approval Date
Department Head/Chairperson*	<i>[Signature]</i> 11/11/13	Comm. On Strategic and Financial Planning (CoSFP)	_____
Chairperson, College Curriculum Committee	<i>[Signature]</i> 11/13/13	Council of Deans	_____
Dean of College*	<i>[Signature]</i> 11/16/13	University Curriculum Committee	_____
University Curriculum Committee Representative	<i>[Signature]</i> 11/13/13	Faculty Council	_____
Chair, CoSRGE†		Board of Governors	_____
		CCHE	_____
		Approved Effective Date	_____

*Signature indicates approval and a commitment of resources.
†Graduate programs only.

Call 1-1451, Curriculum and Catalog Administration, for information.

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MATTERS FOR ACTION:

CSU: Posthumous Degree Candidate

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the presented candidate to receive a B.A. degree for her major in Communication Studies posthumously. The posthumous degree is to be conferred in conjunction with the December 2014 commencement ceremonies.

EXPLANATION:

Presented by Tony Frank, President

In May 2005, the Board of Governors approved the policy stating that “In exceptional circumstances, the Board may award degrees posthumously. Recommendations for such an award will only be considered when the student had completed nearly all of the requirements for his or her degree before dying, and when the student’s academic record clearly indicates that the degree would have been successfully completed had death not intervened. Nominations for posthumous awards of degree will be initiated by the student’s department and approved internally by the relevant college dean and the Provost. The posthumous nature of the recommended degree award shall be made explicit when the recommendation is forwarded to the Board. The Provost’s office shall be responsible for presenting the degree to appropriate survivors”.

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MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2014-2015 program review schedule.

EXPLANATION:

Presented by Tony Frank, President

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a program review at least once every six years. The following academic program review schedule for the academic year 2014-2015 is submitted for your approval:

College of Health and Human Sciences
Design and Merchandising

College of Natural Sciences
Biochemistry and Molecular Biology
Mathematics

College of Veterinary Medicine and Biomedical Sciences
Biomedical Sciences
Clinical Sciences
Environmental and Radiological Health Sciences
Microbiology, Immunology and Pathology
Professional Veterinary Medicine

Interdepartment – Graduate Programs
Cell and Molecular Biology
Graduate Degree Program in Ecology (Special Academic Unit)

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MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions:
Appendix 1 – Sexual Harassment Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Appendix 1 – Sexual Harassment Policy

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Appendix 1 – Sexual Harassment Policy are requested to bring CSU into compliance with Federal changes in discrimination and harassment policies. Individuals from various CSU offices collaborated to write this policy including the Office of Policy and Compliance, Human Resource Services, Office of Equal Opportunity, Vice President for University Operations, CSU System Office of the General Counsel, President's Commission on Women and Gender Advocacy, Office of the Vice President for Student Affairs, Dean of Students, Office of Conflict Resolution and Student Conduct Services, and Special Advisor for Support and Safety Assessment/Deputy Title IX Coordinator.

This is a complete rewrite of Appendix 1. The original Appendix 1 is on pages 13-20.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2013-14

APPENDIX 1: Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

Purpose of Policy

Colorado State University is committed to providing an environment that respects the dignity and worth of every member of its community. The University strives to create and maintain a work and study environment that is fair, inclusive, and responsible so that each member of the University community is treated with dignity and respect and is rewarded for relevant considerations such as ability and performance. The purpose of this policy is to define the types of conduct that are prohibited by the University as a means of achieving these goals and to prevent harm arising from discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation.

Colorado State University is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all people at our University. Acts of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation will be addressed consistent with this policy.

Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities.

This Policy supersedes all prior University Policies on discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation.

Application of Policy

This policy applies to all members of the University community who are subject to the jurisdiction and authority of the University with respect to matters of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation. This includes, without limitation, students, faculty, employees, affiliates, visitors, and (where provided by law or contract) agents, contractors, subcontractors, and grantees of the University. All University business units, wherever located, are covered by this policy.

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Exemptions

None.

Definitions

As used in this policy, the following terms are to be understood and applied as follows, unless clearly stated otherwise:

a. Action or conduct, as used in this policy, also includes inaction or omission where there is a responsibility to act. Action or conduct that occurs off-campus can be subject to this policy if it involves one or more Covered Persons and (a) causes an impact to any person(s) on campus, (b) reasonably relates to the health, safety and security of the campus or any person(s) on campus, or (c) reasonably relates to the Responding Party's fitness or capacity to act in accordance with his or her obligations and/or the policies of the University (e.g., the Student Conduct Code or any policy or code relating to the conduct of an employee).

b. Consent to sexual activity is consent that is informed, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Sexual activity with someone known, or who should be known, to be mentally or physically incapacitated by alcohol or other drug use, unconscious or in a state of blackout, or otherwise unable to give consent, is not valid consent. A person is considered to be incapable of giving consent when the person lacks the cognitive ability to make an important life decision, and this measure applies even when the same persons have engaged with one another in consensual sex in the past.

c. Covered Persons are all Colorado State University students, employees (including faculty), visitors, volunteers, affiliates, and (where provided by law or contract) agents, contractors, subcontractors, and grantees.

d. Dating violence means violence committed by a person:

1. who is or has been in a social relationship of a romantic or intimate nature with the impacted party; and
2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. the length of the relationship;
 - ii. the type of relationship;
 - iii. the frequency of interaction between the persons involved in the relationship.

e. Discrimination is conduct that is based upon an individual's race, age, creed, color, religion, national origin, ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy, and that (a) excludes an individual from participation in, (b) denies the individual the benefits of, (c) treats the individual differently from others in, or (d) otherwise adversely affects a term or condition of an individual's employment.

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education, living environment or University program or activity. It is unlawful discrimination for an employer to refuse to hire, to discharge, to promote or demote, to harass during the course of employment, or to discriminate in matters of compensation, terms, conditions, or privileges of employment against any person otherwise qualified because of any of these factors. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

f. Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Colorado or other jurisdiction in which this policy applies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

g. Harassment covered under this policy is conduct that demonstrates hostility towards a person (or a group of persons) based upon that person's race, age, creed, color, religion, national origin, ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy and has the purpose or effect of:

1. Creating an intimidating or hostile environment in which to work, learn, or participate in a University activity, or unreasonably interfering with or affecting any such activities; or
2. Unreasonably affecting a person's educational or work opportunities.

Harassment may take various forms, including name-calling, verbal, graphic or written statements (including the use of electronic means), or other conduct that a reasonable person would find physically threatening, harmful, or humiliating. Harassment does not have to involve the intent to cause harm, be directed at a specific target, or involve repeated incidents in order to be prohibited. Sex-based harassment includes sexual harassment, which is further defined below, and non-sexual harassment based on stereotypical notions of what is female/feminine v. male/masculine or a failure to conform to those gender stereotypes.

h. Impacted Party/Complainant: The person who reports, or is reported by another person, as having been subject to acts constituting discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking or retaliation by another.

i. Responding Party: The person reported to have been engaging in acts that may constitute a violation of this policy, including discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking or retaliation in violation of this policy.

j. Retaliation is any overt or covert act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment, against any person or group for exercising rights under this policy, including opposing any practices forbidden under this policy, filing a complaint, testifying, assisting, or participating in any manner in an investigation or proceeding under this policy. This includes action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment, sexual harassment, sexual misconduct, domestic

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violence, dating violence, stalking or retaliation. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy or participating in the complaint processes under this policy.

k. Sexual harassment is harassment that is of an implicitly or overtly sexual nature, or is based on a person's actual or perceived sex, gender, sexual orientation, gender identity, or gender expression. Sexual harassment, including sexual assault, can involve persons of the same or opposite sex, and includes any unwelcome sexual advance, request for sexual favors, or other conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education or participation in a University activity;
2. Submission to, or rejection of, such conduct by an individual is used as the basis for, or a factor in, decisions affecting that individual's employment, education or participation in a University activity; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creating an intimidating, offensive or hostile environment for that individual's employment, education or participation in a University activity.

l. Sexual misconduct is any conduct that constitutes sexual assault, sexual exploitation, or sexual violence, as follows:

1. Sexual assault means an actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to:
 - i. Involvement in any sexual contact when the victim is unable to consent.
 - ii. Intentional and unwelcome touching of, or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts (defined as genital area, groin, inner thigh, buttocks, or breast).
 - iii. Sexual intercourse without consent, including acts commonly referred to as rape.
2. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses defined herein. Examples of behavior that could rise to the level of sexual exploitation include:
 - i. Prostituting another person;
 - ii. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
 - iii. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
 - iv. Going beyond the bounds of consent (such as letting others hide in the closet to watch you having consensual sex);
 - v. Engaging in non-consensual voyeurism;
 - vi. Knowingly transmitting a sexually transmitted disease, such as HIV, to another without disclosing your STD status;

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vii. Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; and

viii. Possessing, distributing, viewing or forcing others to view illegal pornography.

3. **Sexual violence** is a severe form of sexual harassment, and refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but not limited to rape, sexual assault, sexual battery, sexual coercion or similar acts in violation of state or federal law.

m. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for his or her safety or the safety of others, or (b) suffer substantial emotional distress.

Examples of behaviors by a person stalking another are:

1. Follow you and show up wherever you are.
2. Send unwanted gifts, letters, cards, or e-mails.
3. Damage your home, car, or other property.
4. Monitor your phone calls or computer use.
5. Use technology, like hidden cameras or global positioning systems (GPS), to track where you go.
6. Drive by or hang out at your home, school, or work.
7. Threaten to hurt you, your family, friends, or pets.
8. Find out about you by using public records or online search services, hiring investigators, going through your garbage, or contacting friends, family, neighbors, or co-workers.
9. Posting information or spreading rumors about you on the Internet, through social media, in a public place, or by word of mouth.
10. Other actions that control, track, or frighten you.

Statement of Policy Principles

It is the policy of Colorado State University to maintain an academic and work environment free of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation for students, faculty, and employees. Such conduct is contrary to the standards of the University community and common decency. It diminishes individual dignity, impedes equal employment and educational opportunities and equal access to freedom of academic inquiry, and creates barriers to fulfilling the University's scholarly, research, educational, and service missions. Such conduct will not be tolerated at the University.

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Discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation also are illegal; they are prohibited in the employment context by Title VII of the 1964 Civil Rights Act, in the education context by Title IX of the Educational Amendments of 1972, and, in both employment and education contexts, by Colorado's anti-discrimination laws, including, but not limited to, C.R.S. §24-34-401, et seq. Such conduct also can violate federal and state criminal laws.

Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, and pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans.

To comply with federal requirements regarding non-discrimination in admissions and operations, the University's approved non-discrimination statement must appear in major University publications such as the General Catalog. A brief required non-discrimination statement also must appear in written advertisements and University publications, including those used to inform prospective students of University programs. The required non-discrimination statements, as well as further information regarding these requirements, are available at the Office of Equal Opportunity.

The University prohibits any act of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence or stalking by a Covered Person, and any retaliation related to acts or reports of such acts. The University takes all allegations of such misconduct seriously. When allegations of such acts are reported, and a Covered Person is found to have violated this policy, consequences will result, up to and including dismissal from CSU. All members of the CSU community are expected to not infringe upon the rights of others. This Policy has been adopted to reaffirm this principle and to provide support and recourse to those who are impacted by discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, or retaliation perpetrated by a member of the University community. When the Responding Party is determined not to be a Covered Person at the time of the report, he or she may nevertheless be subject to this policy in the event that he or she becomes a Covered Person in the future, as well as being subject to other laws and policies.

Responsibilities and Procedures

1. Title IX Sex-Based Discrimination, Harassment, Misconduct and Retaliation Involving Students

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CSU has appointed a Title IX Coordinator and a Deputy Title IX Coordinator to oversee and coordinate its compliance with Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulations, 34 C.F.R. Part 106. Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. The Title IX Coordinator is the Executive Director of the Office of Equal Opportunity. The Deputy Title IX Coordinator is the Director of the Office of Support and Safety Assessment.

All CSU employees and volunteers, including faculty, staff and students acting in their employment or volunteer roles, are mandatory reporters of any violations or alleged violations of Title IX. In order to comply with this law and enable the University to proactively respond effectively and stop instances of sex-based discrimination, sexual harassment and sexual misconduct involving students at the University, all University employees must, within 24 hours of receiving the information, report information they have about alleged or possible sex-based discrimination, sexual harassment, sexual misconduct, and retaliation involving students to the Deputy Title IX Coordinator in the Office of Support and Safety Assessment (SSA) or the Office of Equal Opportunity (OEO). Mandatory reporting means that information indicating that a person has allegedly committed or been the target of alleged or possible sex-based discrimination, sexual harassment, and sexual misconduct involving students may not be withheld, even if confidentiality is requested by the reporting party.

Being a mandatory reporter is consistent with having concern for and supporting those involved in violations or alleged violations. It signifies that campus safety is at the forefront of the community's concern. When a Covered Person discloses information, it is best for the employee or volunteer to mention they are a mandated reporter and will have to share the information with the University, but that the Covered Person will still always have the choice whether or not to share their story with others at the University whose responsibility it is to investigate. Examples of mandatory reporters include, but are not limited to:

- a. Faculty member to whom a student reveals an incident of sexual harassment or sexual misconduct involving the student or other Covered Persons protected under this policy.
- b. A Resident Assistant who receives information from one of their residents that they were assaulted by another student at an off campus party
- c. A person who is acting as a volunteer at a CSU-hosted activity who observes another person engaging in sexual contact with a child in the program.

Remember, these are just examples. Sex-based discrimination, harassment, misconduct and retaliation must be reported no matter what the circumstances if they involve students.

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Employees exempt from these mandatory reporting requirements are only those employees who are statutorily prohibited from reporting such information, for example, licensed healthcare professionals acting within the scope of the professional-patient relationship, and Sexual Assault Victim Assistance Team members. If you are unsure whether or not you are exempt, you must contact OEO to determine whether or not an exemption applies. Teachers are not exempt from reporting incidents involving students unless one of these special statutory exemptions applies. Reports of any violation or suspected violation of the protections of Title IX involving a student may be made to the Deputy Title IX Coordinator, whose name and contact information is always available online at <http://www.supportandsafety.colostate.edu/sexual-harassment> or by calling 970-491-7407.

Upon receiving a report of alleged or possible sex-based discrimination, harassment, sexual harassment, sexual misconduct, sexual assault, or retaliation, the Deputy Title IX Coordinator will evaluate the information received and determine what further actions should be taken. Further action may include contacting the CSU Police Department. If, after such evaluation, it reasonably appears that a violation of this policy by a student or an employee has occurred, SSA will follow the appropriate procedures referenced below.

When the Responding Party is a student, the Deputy Title IX Coordinator will determine what further actions shall be taken, which may include investigation of the report and referral to the Office of Conflict Resolution and Student Conduct Services for possible action under the Student Conduct Code.

2. Sexual Misconduct, Domestic Violence, Dating Violence, Stalking and Retaliation Involving Non-Students who are Covered Persons

The Office of Support and Safety Assessment also handles complaints of sexual misconduct, domestic violence, dating violence, stalking, and related retaliation, involving non-students who are Covered Persons under this policy, and may refer such matters (or receive referrals from the CSU Police Department or other law enforcement agencies. Reports of such incidents should be made to SSA or CSUPD.

3. Employment-Related Discrimination, Harassment, and Other Violations

The Office of Equal Opportunity handles reports of discrimination and harassment in employment or educational opportunity, including sexual harassment complaints involving both students and non-student Covered Persons. (Note: student-to-student discrimination and harassment may be reported directly to the Office of Conflict Resolution and Student Conduct Services (CRSCC) at 491-7165).

There are two conditions under which the OEO will take steps, either directly with the Impacted Party or through a reporting employee, to provide information about the University's procedures for filing a complaint:

- a. when the Impacted Party is a student and the Responding Party consists of either faculty, employees, affiliates, or visitors;
- b. when the Impacted Party and the Responding Party are non-students.

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The OEO will maintain, publish and follow procedures for the review and resolution of complaints where the Responding Party is not a student.

When the person alleged to have committed the violation is an agent or contractor of the University who is not subject to any disciplinary procedures of the University and it reasonably appears that a violation has occurred, the matter will be referred to the appropriate official or department for further action. This may include, as appropriate, any or all of the following:

- a. The Director of Contracting Services, for action that may be taken under the terms of a university contract, such as contract suspension or termination, demanding a change of personnel working under a contract, or initiation of contractor debarment;
- b. The CSU Police Department, for initiation of a criminal investigation and/or complaint;
- c. An outside law enforcement or governmental agency with actual or apparent jurisdiction over the alleged perpetrator.

4. First Amendment

The protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a sexual or hostile nature that occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited harassment or sexual harassment if it meets the definition of harassment or sexual harassment as contained in this policy and (1) is reasonably regarded as non-professional speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process or legitimate objectives of the course) or (2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

5. Affirmative Action

The University takes affirmative action to employ qualified women, minorities, veterans, and individuals with disabilities. For information on this Affirmative Action commitment and program, contact the OEO at oeo@colostate.edu or 970-491-5836.

6. Retaliation

Retaliation against members of the University community for making good faith reports of non-compliance with laws, regulations, or University policies is strictly prohibited, and is subject to disciplinary action up to and including termination or dismissal from employment or enrollment at the University. It is prohibited to discharge, demote, suspend, threaten, harass, intimidate or otherwise retaliate against an individual in the terms or conditions of employment or educational opportunity based on the individual's good faith report of potential non-compliance, or based on the individual's cooperation with an investigation or hearing regarding a report of potential non-compliance. Such retaliation is prohibited regardless of whether the matter reported is substantiated.

Colorado State University protects all participants in the complaint and grievance processes from retaliation. No person shall restrain, interfere with, coerce, attempt to intimidate, or take any

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reprisal against a participant under these procedures. Failure to comply with this expectation may result in the imposition of University sanctions up to an including termination or dismissal. Acts or threats of retaliation constitute a serious violation of University policy, and the University encourages prompt reporting of any retaliatory action. Students should report retaliation to OEO, SSA or Conflict Resolution & Student Conduct Services (CRSCS). Employees should normally report retaliation to their supervisor, but, if the supervisor is involved in the matter, or for any reason an individual is uncomfortable speaking with his or her supervisor, the report may be made to the responsible department head, the Office of Equal Opportunity, or by using the CSU System's Compliance Reporting Hotline which may be accessed online (<http://reportinghotline.colostate.edu/>) or by calling, toll-free, 1-855-263-1884. The Hotline allows anonymous reporting if desired.

7. Required Training

Federal law requires that all newly hired CSU employees (including faculty) and incoming students participate in primary prevention and awareness programs, and that students and faculty engage in prevention and awareness programs on an ongoing basis. These programs may be offered by OEO, SSA, the President's Commission on Women

and Gender Equity (PCWGE), CRSCS, and other University programs. Sexual Harassment Awareness Training is offered by OEO and may be retaken anytime as a refresher by contacting OEO at oeo@colostate.edu or by calling 970-491-5836.

8. Procedures for Complaints

The University provides fair, understandable, and legally sound procedures for handling all complaints of discrimination, harassment, sexual harassment and sexual misconduct, domestic violence, dating violence, stalking and retaliation. These procedures can vary depending on the nature of the complaint and the status of the persons involved (i.e., student, faculty, employee, or non-employed party). The responsible departments are required to maintain, publish, and follow appropriate procedures.

Filing with External Agencies

Persons who believe that they have been subjected to discrimination, harassment, sexual harassment, sexual misconduct, or stalking may be able to file a complaint with the Colorado Civil Rights Division, the U.S. Equal Employment Opportunity Commission or the U.S. Department of Education's Office for Civil Rights. Information regarding filing charges with any of these agencies may be obtained from the Office of Equal Opportunity.

Expectations for Members of the University Community

Cooperation and participation by the members of the University community in the resolution of a complaint under these procedures is necessary. All University community members asked to participate should do so. If an Impacted Party/Complainant does not participate, the University may continue the investigation, invoke necessary interim and permanent remedies, or conclude

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the complaint. If a Respondent does not participate, the University will move forward with the complaint with the information it is able to collect and ascertain.

The Impacted Party/Complainant(s), Respondent(s), and all witnesses shall be truthful in their testimony. This includes statements made verbally and in writing. Failure to comply with this expectation may result in the implementation of University sanctions.

References

- Colorado State University Student Conduct Code
- US Department of Education, Office of Civil Rights – Pamphlet on Sexual Harassment
- Office of Equal Opportunity—<http://OEO.colostate.edu>

Helpful Resources

An Impacted Party may report confidentially to the following campus resources that provide support and guidance:

1. Sexual Assault Victim Assistance Team (970) 492-4242
2. Women and Gender Advocacy Center (970) 491-6384
3. Women’s Clinic at CSU Health Network (970) 491-1754
4. Counseling Services (970) 491-6053

The following are other campus resources. These resources do not provide complete confidentiality.

1. Deputy Title IX Coordinator/Director of Support and Safety Assessment (970) 491-7407
2. Colorado State University Police Department (970) 491-6425
3. Director of Student Case Management & Referral Coordination (970) 491-8051

The following text is the original Appendix 1, prior to the re-write:

APPENDIX 1: SEXUAL HARASSMENT POLICY

Colorado State University strives to create and maintain a work and study environment that is fair, humane, and responsible so that each member of the University community is treated with dignity and rewarded for such relevant considerations as ability and performance. Abusive treatment of individuals on a personal or stereotyped basis is contrary to the concepts of academic freedom and equal opportunity. Sexual harassment is one form of such abuse and cannot be tolerated.

Sexual harassment is also illegal. It is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972.

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Therefore, this policy shall apply to all persons affiliated with the University, including its students and employees. Persons who violate this policy shall be subject to corrective action.

This policy supplants and supersedes all other policies and procedures related to issues of sexual harassment.

I. Sexual Harassment Defined

This policy prohibits "quid pro quo" and "hostile environment" sexual harassment as defined below.

A. Quid Pro Quo Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a position of power or influence constitutes quid pro quo sexual harassment when (1) submission by an individual is made either an explicit or implicit term or condition of academic standing or of employment or (2) submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting that student or employee. As defined here, quid pro quo sexual harassment normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate or teacher and student, or it may be indirect when the harasser has the power to influence others who have authority over the victim.

B. Hostile Environment Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute hostile environment sexual harassment when such conduct is directed toward an individual because of her or his gender, is severe and/or pervasive, and has the purpose or effect of (1) creating an intimidating, hostile, or offensive academic or work environment or (2) unreasonably interfering with another's academic performance or work. Generally, a single sexual joke, offensive epithet, or request for a date does not constitute hostile environment sexual harassment; however, being subjected to such jokes, epithets, or requests repeatedly may constitute hostile environment sexual harassment.

In determining whether the alleged sexual harassing conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

In cases of alleged sexual harassment, the protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public

institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a sexual or hostile nature that occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited sexual harassment if it meets the definition of sexual harassment noted above and (1) is reasonably regarded as non-professional speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process or legitimate objectives of the course) or (2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

II. Bringing a Complaint *(last revised June 9, 1999)*

The University can respond to harassment only if it is aware of the harassment. Any member of the University community who believes that he or she has experienced sexual harassment or reprisal shall come forward promptly with inquiries, reports, or complaints and to seek assistance from the Director or Associate Director of the Office of Equal Opportunity (hereinafter referred to as "OEO").

- A.** Any member of the University community who believes that he or she has been subjected to sexual harassment ("Complainant") shall contact the OEO, to request advice and information about possible ways to proceed and to put the University on notice. Such discussion will be kept confidential to the full extent permitted by law. Complainants are advised that there are some instances in which the University has a responsibility to act even if the Complainant requests that no action be taken as, for example, where other members of the University community may be at risk. In those cases, the University may investigate and take action on the basis of facts it discovers.
- B.** To avoid liability to the University and the employee and to correct problems of sexual harassment, it is critical that any employee who believes that he or she has observed an incident of sexual harassment in the University's learning and working environments involving a member of the University community or who receives a report of alleged sexual harassment from an employee or student immediately report this information to the Director or Associate Director of the OEO or to any vice president.
- C.** The initial discussion between the Complainant and the Director or the Associate Director of OEO, will be kept confidential to the full extent permitted by law. The claim should be made as promptly as possible after the alleged harassment occurs. Complaints must be filed no later than one hundred eighty (180) days after the last incident considered to be sexual harassment. One consequence of the failure to present a complaint promptly is that it may preclude recourse to

legal procedures should the Complainant decide to pursue them at a later date.¹

- D. If the Complainant, after the initial meeting, decides to proceed with a formal complaint, he or she shall submit a written statement (the "Statement") to the Director or Associate Director of OEO.² The Statement must describe the conduct that is the basis of the complaint, including the name of the alleged offender (hereafter termed the "Respondent"), the date(s), time(s), and location(s) of the conduct, and the names of witnesses. If the Respondent is a student, the Associate Director of OEO will refer the matter to the Director of Conflict Resolution and Student Conduct Services in the Office of Student Affairs for resolution. (Hereafter, the Associate Director of OEO and Director of Conflict Resolution and Student Conduct Services are termed the "Responsible Officer.")
- E. The Responsible Officer must promptly inform the Respondent of the allegation and the identity of the Complainant and provide a copy of the written Statement of the Complaint and any related material.
- F. Reprisals against an individual who in good faith files a charge of sexual harassment are expressly prohibited and shall be treated as a separate violation of University policy. Intentionally false or malicious charges, however, are grounds for disciplinary action against the Complainant.

III. Resolution of a Complaint *(last revised January 27, 2006)*

The University shall take immediate and appropriate steps reasonably calculated to end any harassment that has occurred, remedy its effects, and prevent harassment from occurring again.

A. Informal Resolution

Informal resolution of a sexual harassment complaint is encouraged whenever possible. The procedure might involve giving advice to the Complainant, the arrangement of a discussion between the Complainant and the Respondent in the presence of the Responsible Officer, or attempted mediation by the Responsible Officer.

Possible outcomes of an informal resolution may include explicit agreements about future conduct, changes in workplace assignments, substitution of one class for another, or other appropriate relief.

¹ Any individual involved in a sexual harassment incident has the right to pursue the matter in Courts or before governmental agencies. The procedures herein are designed to preclude the need to utilize external agencies and to provide appropriate and effective remedies.

² Cases involving sexual harassment are particularly sensitive and demand special attention to issues of confidentiality. Dissemination of information relating to the case should be limited in order that the privacy of all individuals involved is safeguarded as fully as possible.

B. Formal Resolution

1. Procedures

The applicable procedure for formal resolution of a sexual harassment complaint following submission of a Statement depends upon the Respondent's status as a student, a member of the State Classified staff, a tenured faculty member, an untenured faculty member, an administrative professional, or another non-student employee.

a. Students

Complaints against students will be handled in accordance with the administrative hearing procedures established in the Office of Conflict Resolution and Student Conduct Services.

Appeals of a decision by the Hearing Officer may be made to the University Discipline Committee, and the decision of that committee is final.

For purposes of this policy, complaints against graduate students arising out of their employment status will follow the procedures specified for untenured faculty members, administrative professionals, and other non-student employees (excepting State Classified staff).

b. State Classified Staff

Complaints against State Classified staff, following an objective and impartial preliminary investigation by the Associate Director of OEO, will be handled in accordance with the procedures in the State Personnel Board Rules. Appeal rights, together with timing limitations, are described in those rules.

c. Faculty, Administrative Professional, and Other Non-Student Employees (excepting State Classified Staff)

Complaints against faculty members, administrative professionals, and other non-student employees (excepting State Classified staff) shall be referred to the Associate Director of OEO. That officer shall conduct an objective and impartial preliminary investigation with such assistance from an appropriate administrator as needed. The administrator shall be from a higher administrative unit than that of the Respondent. Pending the results of the preliminary investigation, the Respondent will be suspended or assigned to other duties in lieu of suspension, by his/her immediate

supervisor, only if immediate harm to the Complainant or others is threatened by continuance. Salary will continue during the period of the suspension. Following the preliminary investigation, the Associate Director of OEO shall notify the Complainant and the Respondent of the finding and shall attempt to effect an informal resolution of the complaint. The Complainant and the Respondent also shall be provided with a full copy of the report. If the Associate Director of OEO cannot arrange a mutually acceptable resolution and/or if that Officer has concluded that there is reasonable cause for further action, the Respondent will be given five (5) business days after receipt of the report to either request a hearing or to prepare a response to the report before it is forwarded to the Respondent's immediate administrative supervisor and to the senior administrative officer of the Respondent's administrative unit (the vice president or, if the Respondent is a vice president, to the President). If the Respondent requests a hearing, the report will be referred to the Hearing Committee described below or, for cases in which the Respondent is a tenured faculty member, handled in accordance with Section E.15 Disciplinary Action for Tenured Faculty of the *Manual*.

2. Sexual Harassment Panel (*last revised May 1, 2001*)

The members of the Sexual Harassment Panel are elected to three (3) year terms by their respective councils, the Administrative Professional Council and the Faculty Council. Nominations shall be solicited in February with elections conducted in April. Terms of office will begin July 1 following election. Terms shall be staggered so that approximately one-third will be elected each year. The panel will consist of ten (10) administrative professionals from at least four (4) administrative units and ten (10) faculty members from at least four (4) colleges, including the libraries. Each member will receive annual training on sexual harassment by the Associate Director of OEO. The Sexual Harassment Panel shall constitute a pool of individuals from which the Hearing Committee will be drawn.

3. Hearing Committee

A committee of five (5) members of the Sexual Harassment Panel will be chosen by lot by the Chair of Faculty Council if the Respondent is an untenured faculty member and by the Chair of the Administrative Professional Council for administrative professionals and other non-student employees (excepting State Classified staff). The Hearing Committee for an untenured faculty member will be composed of faculty members and for administrative professionals of administrative professionals. Hearing Committees for other non-student employees (excepting State Classified staff) will be selected by lot from the entire Panel.

Any person from the same administrative unit or department as either the Complainant or the Respondent will be replaced by another drawn by lot. Members deeming themselves disqualified for bias or interest will remove themselves from the case. The Complainant and the Respondent will have a maximum of one challenge each without stated cause.

4. Formal Hearing Procedures

a. Hearings will commence no later than ten (10) working days after the Hearing Committee chair notifies the Complainant and the Respondent. The Hearing Committee shall elect its own chair from among its members and shall be advised by legal counsel for the University or from the Colorado Department of Law.

b. The Hearing Committee may hold organizational meetings in private, which may include meetings with the Respondent and Complainant as needed to (1) clarify the issues, (2) effect stipulations of facts, (3) provide for the exchange of documentary or other information, (4) formulate a list of potential witnesses, and (5) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.

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c. The Associate Director of OEO will be called first to present the results of the preliminary investigation. The committee also may conduct its own informal inquiry, call witnesses, and gather whatever information it deems necessary to assist it in reaching a determination on the merits of the allegations. The hearing shall be closed, and the proceedings shall remain confidential to the extent permitted by law.

d. Excepting pre-hearing organizational meetings and those for final deliberation, finding of fact and preparation of recommendations, the Respondent is permitted to be present during all meetings of the committee, to call witnesses, to confront and cross-examine any adverse witnesses, and to be accompanied by an advisor and/or legal counsel. Such advisor or counsel is free to advise the Respondent fully throughout the proceedings, to assist in formulating any required written documentation, and to help prepare for any oral presentation, but they may not actively participate in the proceedings such as making objections and attempting to argue the case. A full verbatim record of the hearing will be kept and made available to the Respondent upon request.

5. Recommendations Following Formal Hearings

At the conclusion of the hearing, the Hearing Committee shall meet privately for final deliberation, finding of fact, and preparation of recommendations. These deliberations shall remain confidential to the extent permitted by law. The committee shall decide, by majority vote and by the preponderance of the evidence (more likely than not) whether (1) the complaint is substantiated, (2) the complaint is unsubstantiated, or (3) the complaint is intentionally false or malicious. The finding, together with the basis for this finding, and recommendations shall be communicated in writing to both parties, the Associate Director of OEO, the Respondent's immediate administrative supervisor, and the senior administrative officer of the Respondent's administrative unit (the vice president or, if the Respondent is a vice president, to the President). A finding by the majority of the Hearing Committee that the Respondent has, more likely than not, violated the Sexual Harassment policy must be accompanied by recommendations for remedial action reasonably calculated to stop the harassment or disciplinary sanctions up to and including termination of employment. If the committee finds that the complaint was deliberately false and malicious, this finding, together with a recommendation for appropriate disciplinary action against the Complainant, shall be forwarded to the senior administrative officer of the Complainant's administrative unit.

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6. Administrative Action Following the Hearing Committee Recommendations
(last revised January 27, 2006)

The senior administrative officer may accept the recommendations of the Hearing Committee or may recommend disciplinary actions more or less severe than those recommended by the Hearing Committee for persuasive reasons that shall be stated in writing to the Respondent and the Hearing Committee. If the Respondent accepts the recommendation of the senior administrative officer, the remedial action or disciplinary sanction shall be implemented without further review by the President. If the Respondent rejects such officer's recommendation, the President shall review the case and recommendation and shall make the final decision on the disposition of the case. Since the procedures herein are designed to provide appropriate relief and due process, appeals through other grievance procedures such as Section K of the *Manual* cannot be made by either party.

IV. Expectations for Members of the University Community *(new section added December 14, 2004)*

A. Cooperation and participation by the members of the University community in the resolution of a complaint under these procedures is necessary.

B. The Complainant, Respondent, and all witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of University sanctions.

C. No person shall restrain, interfere with, coerce, attempt to intimidate, or take any reprisal against a participant under these procedures. Failure to comply with this expectation may result in the imposition of University sanctions.

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MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions:
Appendix 3 – Family Medical Leave Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Appendix 3 – Family Medical Leave Policy

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Appendix 3 are requested because changes at the federal level and CSU's integration of Federal policy with CSU policy resulted in these changes drafted largely by CSU Human Resource Service Center and the Office of Policy and Compliance. These changes will bring the Leave Policy up-to-date with current federal regulations.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

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APPENDIX 3: FAMILY MEDICAL LEAVE POLICY (*last revised August 2, 2013*)

Introduction

Colorado State University (CSU) recognizes that its faculty and staff strive to balance the responsibility of their work and personal lives. This Family Medical Leave Policy is designed to support those efforts and to comply with the provisions of the Family Medical Leave Act of 1993 (FMLA), as later amended, and applicable implementing regulations including the State of Colorado's Family Care Act (FCA)¹. Much of the language in Appendix 3 is taken from the FMLA of 1993 and later amendments as of ~~March~~ August 2013 and the FCA, which is effective August 2013.

This Appendix provides rules and guidance for the use of Family Medical Leave (hereinafter referred to as "FM Leave" for these needs. Additional procedures, guidelines and forms for applying for FM Leave, recording the use of such leave in the university's HR system, and working with employees to assure that this policy is correctly and consistently followed, are prescribed by Human Resources.

FM Leave is not a form of paid leave; it is a job protection benefit afforded by the university in accordance with the law. In order for any period of FM Leave to be taken as paid leave, the employee must concurrently use another type of accrued leave, such as sick or annual leave, in accordance with the university's policies and procedures for that type of leave. If an employee is entitled to FM Leave but has insufficient accrued, applicable, paid leave benefits available for the full period of absence, then the remaining period of FM Leave will be unpaid.

Covered Appointment/Employee Types

All CSU appointment/employee types other than State Classified personnel, including those with faculty, administrative professional, graduate assistant, veterinary resident, post-doctoral fellow, veterinary or clinical psychology intern, student or non-student hourly appointments (including work study), or a combination thereof, are covered by this policy and are eligible for Family Medical Leave (~~hereinafter referred to as "FM Leave"~~) in accordance with the criteria listed below under "Eligibility." FM Leave policies for State Classified employees are contained in the procedures adopted by the Executive Director of the State Department of Personnel and Administration.

Eligibility

Any CSU faculty member or employee, other than State Classified personnel, who has been appointed or employed at CSU for at least twelve (12) months and who has worked at least 1040 hours during the twelve (12) months immediately preceding the commencement date of the leave (hereinafter referred to as an "Eligible Employee") is eligible for FM Leave under this policy for the purposes set forth below under "Entitlement to FM Leave." The appointment or employment may have been in one (1) or any combination of the covered appointment/employment categories listed above. Faculty members with regular, special, or senior teaching nine (9) month appointments of half-time (0.5) or greater and administrative professionals with regular or special nine (9) month appointments of half-time or greater are deemed to meet the 1040 hour standard, assuming that all other eligibility criteria are met.

~~Throughout Appendix 3, the term "Child" shall include biological children, adopted children, foster children, stepchildren, and legal wards of either the Eligible Employee or the Eligible Employee's spouse or domestic partner, as well as any person for whom either the Eligible Employee or the Eligible Employee's spouse or domestic partner is standing in loco parentis, provided that the "Child" is under eighteen (18) years of age and/or is incapable of self-care because of a mental or physical disability.~~

As used in this Appendix 3, the following definitions shall apply:

- a. "Spouse" means a person who is legally married to an Eligible Employee, including a common-law spouse or same-gender spouse when the applicable jurisdiction's law recognizes such marriages.
- b. "Child" includes biological children, adopted children, foster children, stepchildren, and legal wards of either the Eligible Employee or the Eligible Employee's Spouse, domestic partner, or civil union partner, as well as any person for whom either the Eligible Employee or the Eligible Employee's Spouse, domestic partner or civil union partner is standing in loco parentis, provided that the child is under eighteen (18) years of age and/or is incapable of self-care because of a mental or physical disability.
- c. "Domestic partner" has the meaning defined under the University's benefits plan.
- d. "Civil union partner" has the meaning defined in C.R.S. §14-15-103.

Entitlement to Family Medical Leave

An Eligible Employee is entitled to up to twelve (12) work weeks of FM Leave during a rolling twelve (12) month year that begins on the first date the Eligible Employee uses FM Leave. These twelve (12) work weeks of FM Leave do not need to be consecutive. The Eligible Employee is not expected to "make up" the time taken as FM Leave. FM Leave may be taken for any one (1) or a combination of the following reasons:

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- a. The birth of a Child to the Eligible Employee or the Eligible Employee's spouse, domestic partner or civil union partner and care for the newborn Child. In this case, the FM Leave must be completed within twelve (12) months of the date of birth.
- b. The placement of a Child for adoption or foster care with the Eligible Employee or the Eligible Employee's spouse, domestic partner or civil union partner and care for the newly placed Child. In this case, the FM Leave must be completed within twelve (12) months of the date of placement.
- c. Care for a spouse, domestic partner, civil union partner, Child, or parent with a serious health condition.
- d. Inability of the Eligible Employee to perform one or more of the essential functions of his or her position because of his or her serious health condition.

Entitlement to Military Family Leave

An Eligible Employee may take Military Family Leave for a Spouse, domestic partner, civil union partner, Child, or parent on covered active duty or called to active duty status with the Armed Forces due to a "Qualifying Exigency," which is defined as one (1) of the following situations:

- a. Advance notice of deployment that is one week or less.
- b. Military events or related activities.
- c. Urgent (as opposed to recurring or routine) childcare/school activities necessitated due to military service.
- d. Exigent financial or legal tasks to deal with the family member's call to active duty.
- e. Counseling for the Eligible Employee or a Child which is ~~not otherwise covered by FM Leave provided by someone other than a healthcare provider if the need~~ for the counseling arises from the covered active duty of a military family member.
- f. Spending time with the service member on rest and recuperation breaks during deployment.
- g. Post-deployment activities.

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- h. Other situations arising from the call to duty, as agreed upon by the Eligible Employee and his or her supervisor.

Note: The employee taking FMLA qualifying exigency leave does not need to be related to the military member's child. However, (1) the military member must be the parent, spouse, domestic partner, civil union partner, or child of the employee taking FMLA leave, and (2) the child must be the child of the military member (including a child to whom the military member stands *in loco parentis*).

Entitlement to Military Caregiver Leave

An Eligible Employee who is the spouse, domestic partner, civil union partner, Child, parent, or next of kin of a service member in the Armed Forces is entitled to up to twenty-six (26) work weeks of Military Caregiver Leave during a rolling twelve (12) month year to care for the service member if he or she becomes seriously injured or ill in the line of duty. The service member must be undergoing medical treatment, recuperation, or therapy; be in outpatient care; or be on the temporary disability retired list. In addition to service members, this provision applies to a veteran undergoing medical treatment, recuperation, or therapy for an injury or illness that existed prior to the beginning of the veteran's active duty, but was aggravated by service in the Armed Forces. The veteran's discharge must have been other than dishonorable and must have been effective during the five (5) year period immediately preceding the date on which leave is to begin. The rolling year for Military Caregiver Leave begins on the first date that the Eligible Employee uses the Military Caregiver Leave, and this rolling year is distinct from the rolling year for any other FM Leave. However, the use of Military Caregiver Leave cannot cause the total use of all types of FM Leave to exceed twenty-six (26) work weeks during any twelve (12) month period.

Application for Family Medical Leave

~~In order to apply for FM Leave, the Eligible Employee must contact his or her supervisor and work with the supervisor to fill out the relevant paperwork. The supervisor shall review the paperwork and, in consultation with Human Resource Services, determine whether the circumstances warrant the use of FM Leave. The supervisor may request additional information, such as medical documentation, in order to make this determination. This determination regarding entitlement to FM Leave is based on whether or not the information provided demonstrates that the above criteria for FM Leave are met; other than this determination, University administrators do not have the discretion to approve or disapprove FM Leave.~~

In order to utilize FM Leave, the Eligible Employee must comply with his or her home department's customary procedures for requesting leave. An employee may request FM Leave by contacting his or her supervisor to fill out the required forms provided by Human Resources. The supervisor will provide the Notice of Eligibility and Rights and Responsibilities to the employee and follow proper procedures to obtain sufficient documentation to determine whether an employee's leave qualifies as FM Leave. Additional information, such as medical

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documentation, may be requested in accordance with the FMLA in order to make this determination. The supervisor shall review the request for leave and supporting documentation and then, in consultation with Human Resources, a determination will be made as to whether the circumstances warrant the designation of FM Leave. This determination is ultimately the responsibility of Human Resources. The supervisor has five business days (absent extenuating circumstances) to provide a Designation Notice to the employee after the receipt of sufficient information to indicate that FM Leave is warranted.

Unless it is not reasonably practical, an application for FM Leave must be submitted at least thirty (30) days prior to the start of the leave, and FM Leave for planned medical treatment must be scheduled so as to minimize disruption to University activities.

Intermittent or Reduced Family Medical Leave

FM Leave time may be taken on an intermittent ~~or reduced leave~~ (or “reduced leave”) basis if this is approved by the department or unit head. A request for intermittent or reduced FM Leave that is due to the Eligible Employee's own serious illness or the allow the Eligible Employee to care for a spouse, domestic partner, civil union partner, Child, or parent who is ill must be approved when this is determined to be medically necessary.

Paid/Unpaid Leave

FM Leave is unpaid leave, but pay may be provided by using accrued sick leave, accrued annual leave, short-term disability coverage, long-term disability coverage, and/or Worker's Compensation benefits concurrently with the FM Leave. The Eligible Employee must use sick or annual leave concurrently with FM Leave if such leaves are applicable and have not been exhausted (subject to the limits on the use of sick leave in Section F.3.2.2).

Eligible Employees may use accrued sick leave to provide care for and/or bond with a Child who is newly born to or newly placed for adoption or foster care with either the Eligible Employee or the Eligible Employee's spouse, domestic partner or civil union partner. The child need not be ill for the use of sick leave under these circumstances. Employees may also use sick leave to care for a spouse, domestic partner, civil union partner, Child or parent who needs medical care. Both males and females may use sick leave under either of these circumstances. See Section F.3.2.2 for more details regarding the use of sick leave.

CSU's short-term disability plan provides a continuation of income for enrolled Eligible Employees who exhaust all of their accrued sick and annual leave in the event of illness, injury, surgery, or pregnancy. These benefits begin only after a completed application has been received and approved by Human Resources Services. The maximum benefits period for short-term disability is sixty (60) days, and this period runs concurrently with the use of FM Leave, sick leave, and/or annual leave. Contact the Benefits Unit in Human Resources for more details regarding the use of short-term disability.

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Use of Leave Without Pay - no changes

Required Use of Family Medical Leave

~~If an Eligible Employee takes leave other than FM Leave for a situation where he or she is eligible for FM Leave, then he or she must apply to take FM Leave concurrently with this other leave. Whenever an employee takes any type of leave that is covered under the FMLA as Family Medical Leave, the employee's home department is responsible for correctly entering the leave as FM Leave in the HR information system. FM Leave runs concurrently with all other types of leave taken (including Parental Leave, which may be taken anytime within the first twelve months from the Child's date of birth or placement for adoption).~~

Continuation of Benefits - no changes

Return from Family Medical Leave

An Eligible Employee granted FM Leave under this policy shall be returned to his or her same position, or a position of comparable pay and status, upon completion of the FM Leave, with the following exceptions:

- a. An Eligible Employee whose employment is conditional upon having student status (e.g., a graduate assistant, a veterinary resident, or a student hourly employee) shall be returned to his or her former position or to a position of comparable pay and status upon completion of the FM Leave only if his or her student status at the time of return qualifies him or her for his or her former employment status.
- b. An Eligible Employee whose appointment has a specified ending date which is earlier than the completion of the FM Leave or whose appointment would otherwise have terminated during the period of FM Leave may not be entitled to reinstatement in accordance with the provisions of the Family Medical Leave Act. Departments and units must ~~coordinate~~ refer questions regarding the status of returning employees to the Benefits Office Unit in Human Resources.
- c. Medical documentation of the fitness to return to work may be required by the supervisor ~~of the Eligible Employee~~, in consultation with Human Resources.
- d. Any other reason which would have resulted in the proper and lawful termination of the employment during the period of FM Leave, other than the reason(s) for which FM Leave was taken. Examples include (but are not limited to): termination as a final result of a disciplinary action; termination for lack of a necessary credential or license; or inability to perform one or more essential functions of the job.

Effect of Family Medical Leave on the Tenure Process – no changes

¹C.R.S. 8-13.3-203, the Colorado Family Care Act (FCA), provides that, in addition to the leave that an employee may be entitled to under the Family and Medical Leave Act, an eligible University employee is entitled to up to 12

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weeks of unpaid leave in a 12-month period to care for a person with a serious health condition if that person is the employee's civil union partner as defined in C.R.S. §14-15-103(5) or is the employee's domestic partner who has satisfied the University's criteria using the required affidavit. However, the statute states that such leave does not increase the total amount of FM Leave available to the employee; it runs concurrently with FM Leave.

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MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions: Section B.2.6.2 – Procedures for Approval of CIOUSUs and Section B.2.6.5 – Procedures for Periodic Evaluation of CIOUSUs

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section B.2.6.2 – Procedures for approval of CIOUSUs and Section B.2.6.5 – Procedures for Periodic Evaluation of CIOUSUs

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section B.2.6.2 and Section B.2.6.5 are requested in response to a CSU System Internal Audit of “Centers, Institutes, and Other Special Units”. The scope of the audit was to:

- Determine if controls for identifying CIOUSUs are adequate
- Determine if controls for overseeing CIOUSUs are adequate
- Determine if CIOUSUs are in compliance with university policies and procedures.

These revisions effectively address the audit recommendations.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

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B.2.6 University Centers, Institutes, and Other Special Units *(last revised June 21, 2011)*

Centers, Institutes, and Other Special Units (hereinafter referred to as "CIOSUs") exist to promote teaching or research, provide academic support services, and/or perform service or outreach functions consistent with the mission of the University. The enhancement of undergraduate and graduate education is an important function of CIOSUs. However, CIOSUs do not have faculty positions that exist outside regular academic departments.

B.2.6.1 Definitions

The CIOSUs are units which extend beyond a single academic department. These units may be labeled "Center," "Institute," "Office," "Facility," "Program," or "Laboratory," but other labels may also be used as appropriate. A unit which is completely contained within a single academic department does not need to apply for CIOSU status as long as it indicates its departmental affiliation whenever its title is used.

B.2.6.2 Procedures for Approval of CIOSUs

Procedures for approval are intended to facilitate the establishment of appropriate CIOSUs and to avoid the creation of programs that unnecessarily duplicate existing programs. Faculty members shall submit a proposal for the establishment of a CIOSU to their department head(s) and dean(s) for initial review and signature.

Administrative approval for a proposed CIOSU rests with the Overseeing Administrator, who may be the appropriate department head, dean, provost or vice president. It is important that the Overseeing Administrator be clearly identified and recorded as such on the CIOSU application form along with the required signature.

The proposal shall then be forwarded to the Office of Faculty Council, which shall forward a copy of the proposal to the Provost. The Provost shall act as or assign the Responsible Administrator for the proposed CIOSU based on its primary mission. The Responsible Administrator shall then review the proposal. If the Responsible Administrator endorses the proposal, the Office of Faculty Council shall then forward the proposal to the appropriate standing committee(s). If the standing committee(s) approve the proposal, then the Chair of Faculty Council shall forward this approval to the Responsible Administrator. The Faculty Council Executive Committee may act for the standing committee(s) during the summer. The final decision on approval of the CIOSU shall be made by the Responsible Administrator.

B.2.6.5 Procedures for Periodic Evaluation of CIOSUs

a. Biennial Reports

The Administrative Director of each CIOSU shall submit a brief biennial report of its activities and accomplishments to the

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Overseeing Administrator and the Responsible Administrator. Copies of all biennial reports shall be deposited in the Office of the VPR, who shall be responsible for maintaining an updated list of all CIOUSUs.

These reports shall include each of the following:

1. A list of current CIOUSU faculty members and other personnel;
 2. A brief description of the activities, services, or research performed, as related to the function/mission of the CIOUSU in the past twenty-four (24) months;
 3. A budget summary for the previous twenty-four (24) months;
 4. A brief list of accomplishments and contributions, such as grants and contracts, refereed and non-refereed publications, and effects on teaching and outreach in the past twenty-four (24) months;
 5. Plans for the next twenty-four (24) months.
- b. After receiving the report, the Overseeing Administrator shall recommend one (1) of three (3) possible courses of action to the Committee on University Programs:
1. Continue the CIOUSU with a recommendation either to reappoint the Administrative Director or to appoint a new Administrative Director, and with suggested changes (if any) in the mission, goals, objectives, and/or organization of the CIOUSU.
 2. Consolidate with existing CIOUSUs with similar missions and goals. This recommendation shall require submission and approval of a new proposal for the consolidated unit.
 3. Terminate the CIOUSU. If there is loss of funding or key faculty members, or the CIOUSU is otherwise deemed to be no longer appropriate, the recommendation may be made to eliminate the CIOUSU.
- c. If the Committee on University Programs finds the biennial report of a CIOUSU under review incomplete or deficient in any significant way (as to the criteria listed under B.2.6.5 a.) or without the requisite recommendation and signature of its Overseeing Administrator it may further recommend that the CIOUSU in question be discontinued as a university listed CIOUSU. In this event the chair of the committee on university programs, in consultation with the Responsible Administrator, shall communicate the outcome in writing to the CIOUSU director/s and the Overseeing Administrator, and invite a resubmission of the report or acceptance of its recommendation, with reference to the policies and procedures for CIOUSUs oversight and review (B.2.6.3).

The Committee on University Programs shall report its recommendation to Faculty Council. After action by Faculty Council, the final recommendation for action shall be reported to the Responsible Administrator, who shall then decide what action to take.

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MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions: Section C.2.1 – Faculty Council

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.1 Faculty Council

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section C.2.1 are requested to:

- Change the name of the current Faculty Council “Standing Committee” to “Regular Standing Committee”, but change nothing in composition or function of these Standing Committees,
- Change the name of the current “Advisory Committee” to “Specialized Standing Committee”,
- Give the Specialized Standing Committee a vote in Faculty Council exercised by making the Chair of the Specialized Standing Committee or a designated substitute an *ex officio voting* member of Faculty Council,
- Alter the language in the Manual regarding “Advisory Committee” accordingly.

The language in the Manual regarding Advisory Committee and the experience of two years shows that Advisory Committees operate exactly in the same way as a Standing Committee with two exceptions: (1) the membership of an Advisory Committee includes Regular and Non-Tenure Track Faculty selected in a specialized procedure; and (2) Standing Committees may exercise a vote in Faculty Council through the Chairs of the Committees (or designated substitutes) serving as *ex officio voting* members of Faculty Council while Advisory Committees cannot do this.

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The proposed label “Specialized Standing Committee” provides a much more accurate and appropriate description of the responsibilities and functions of said committees than the current label “Advisory Committee”. Adopting the proposed label leads to considerable simplification of the language in the Manual regarding Faculty Council Committees. The proposed label is also more appropriate given that the Committee on Non-Tenure Track Faculty, which is the only Advisory Committee at present, is operating on a permanent basis with a regular election procedure that is carried out by the Committee on Faculty Governance.

This revision gives the Chair of a Specialized Standing Committee (or a designated substitute) a vote in Faculty Council because they serve as a representative of the Committee. The individual person is not given a vote and this proposal does not give non-tenure track faculty members voting rights in Faculty Council as individuals. This motion does not set a precedent of awarding voting rights in Faculty Council to non-tenure track faculty. Instead, it recognizes that Faculty Council interests, responsibilities, and operations can best be served in specialized cases by appointing Standing Committees with correspondingly specialized composition.

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 Additions - underlined Deletions - ~~overseored~~

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C.2.1.3 Membership on the Faculty Council

No changes

C.2.1.3.1 Elected Members

No changes

C.2.1.3.2 Ex Officio Members

Chairpersons of Faculty Council regular and specialized standing committees serving as the official representatives of the standing committees to Faculty Council shall be *ex officio* voting members of Faculty Council. ~~Persons who are not members of Faculty Council, but are chairpersons of its advisory committees, shall be *ex officio* non-voting members of Faculty Council.~~

The immediate past Chairperson of Faculty Council shall be an *ex officio* non-voting member of the Faculty Council for one (1) year immediately following the expiration of his or her term as Chairperson of the Faculty Council.

The President of the University, the Provost, the Vice Presidents, the Vice Provosts, the Deans of the Colleges and the Libraries, and the Chair of the Administrative Professional Council shall be seated on the Faculty Council as *ex officio* non-voting members.

C.2.1.3.3 Officers

a. *Chairperson*

No changes

b. *Vice Chairperson*

No changes

c. *Faculty Council Representative to the Board*

No changes

d. *Voting Procedures*

No changes

C.2.1.3.4 Appointed Positions

No changes

C.2.1.4 Electorate for Faculty Council and Election Procedures

No changes

C.2.1.5 Authority to Delegate Duties

No changes

C.2.1.6 Duties of the Faculty Council

No changes

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C.2.1.7 Recall of Faculty Council Officers

No changes

C.2.1.9 The Regular and Specialized Standing Committees ~~and Advisory Committees~~ of Faculty Council*C.2.1.9.1 Charge to the Standing Committees ~~and Advisory Committees~~*

There shall be regular and specialized standing committees ~~and advisory committees~~ of the Faculty Council, designated by name in the University Code. The purposes of these standing committees ~~and advisory committees~~ shall be to develop and recommend to the Faculty Council policies and positions on academic matters and to serve as sources of expert information for the main body. The main relation of each standing committee ~~or advisory Committee~~ is with the Faculty Council itself, and the standing committees ~~and advisory committees~~ are formed to represent the interests of the Faculty Council. All policy recommendations of standing committees ~~and advisory committees~~ shall be transmitted through the Executive Committee to the Faculty Council for its action.

All standing committees ~~and advisory committees~~ of the Faculty Council shall receive appropriate items for consideration from any member of the University community. The receipt of each item shall be acknowledged and its disposition shall be reported to the initiator.

Each standing committee ~~or advisory committee~~ shall develop a set of operating procedures, which shall be made available to all members of the faculty through the Office of the Faculty Council. Further, all standing committees ~~and advisory committees~~ shall submit copies of their minutes to the Executive Committee and shall, at specified times, furnish annual reports to the Faculty Council.

C.2.1.9.2 The Regular and Specialized Standing Committees ~~and Advisory Committees~~ Named (last revised August 2, 2013)

The following shall be the regular standing committees of the Faculty Council: Executive Committee; Committee on Faculty Governance; Committee on Intercollegiate Athletics; Committee on Libraries; Committee on Responsibilities and Standing of the Academic Faculty; Committee on Scholarship, Research, and Graduate Education; Committee on Scholastic Standards and Awards; Committee on Strategic and Financial Planning; Committee on Teaching and Learning; Committee on University Programs; and University Curriculum Committee.

The following shall be an ~~advisory~~ specialized standing committee of the Faculty Council: Committee on Non-Tenure-Track Faculty.

C.2.1.9.3 Membership and Organization (last revised February 14, 2014)

The membership of each standing committee ~~or advisory committee~~ is specified to fit the functions of that committee. Administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for certain standing committees. ~~and advisory committees~~. Faculty membership on advisory specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and nontenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A member of a standing committee ~~or advisory committee~~ who becomes ineligible shall cease to hold this position.

Each standing committee ~~or advisory committee~~ shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee ~~or advisory committee~~ chairperson shall be elected by and from the membership of that committee. After members of standing committees ~~and advisory committees~~ are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee ~~or advisory committee~~, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend

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the meeting, then he or she may allow the committee member that he or she is replacing to cast a vote for the chairperson in his or her place.

Membership on standing committees ~~and advisory~~ committees of the Faculty Council shall be spread as widely as possible among faculty members so that newer members of the faculty may serve on these committees. Standing committee ~~and advisory committee~~ leadership shall be rotated as good judgment allows.

Standing committees ~~and advisory committees~~ are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee ~~or advisory committee~~ may name ex officio or associate members who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee ~~or advisory committee~~ annually. Each standing committee ~~or advisory committee~~ shall identify in its annual report to the Faculty Council its ex officio and associate members and others with whom it has regularly conferred. All ex officio and associate members shall be non-voting.

Standing committees ~~and advisory~~ committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees ~~and advisory~~ committees. A subcommittee of a standing committee ~~or advisory committee~~ shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

The Chairperson of the Executive Committee shall be an *ex officio*, non-voting member of each standing committee ~~and advisory committee~~ of the Faculty Council.

Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee ~~and advisory committee~~ meetings, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an *ex officio* voting member of the Faculty Council for the duration of his or her term as chairperson. The chairperson may designate a committee member to substitute as *ex officio* voting member provided prior notice is given to the Chairperson of Faculty Council. ~~In the event that an advisory committee member who is not a member of Faculty Council is elected chairperson of the advisory committee, this individual shall serve as an *ex officio* non-voting member of the Faculty Council for the duration of his or her term as chairperson.~~

C.2.1.9.4 Election to Membership and Term of Service (last revised June 23, 2010)

Unless otherwise specified by the University Code, the terms of service for all elected faculty members of standing committees ~~and advisory committees~~ of the Faculty Council shall be three (3) years with terms of approximately one-third (1/3) expiring each year. An exception is the Executive Committee, where faculty members serve one (1) year terms. The terms of service for all elected student members of standing committees ~~and advisory committees~~ of the Faculty Council shall be one (1) year. Terms of office for newly elected members of all standing committees ~~and advisory committees~~ are to begin July 1 for faculty members and October 25 for student members. Student members may serve on at most two (2) standing committees ~~and/or advisory committees~~ at any given time. The Committee on Faculty Governance shall fill vacancies on standing committees ~~and advisory committees~~ of the Faculty Council occurring between normal elections in one (1) of the following ways:

- a. Immediate election in the same manner as the original position was filled.
- b. Temporary appointment by the Committee on Faculty Governance.
- c. Regular appointment with the appointee to be nominated by the Committee on Faculty Governance and approved by the Faculty Council.

Vacancies other than those occurring because of expiring memberships are to be filled for the unexpired terms only.

Nominations for the elected faculty membership on all standing committees ~~and advisory committees~~ other than Executive Committee (see Section C.2.1.9.5.a) shall be made by the Committee on Faculty Governance, with the slate of nominees to be placed on the agenda of the April meeting of Faculty Council. Nominations may be made from the floor. Voting shall be by written ballot unless otherwise specified. If only one (1) candidate is nominated,

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voting can be by voice vote. Election shall be by plurality. In the event of a tie for any position, the Faculty Council shall ballot again at the next regular meeting.

Nominations of undergraduate students to standing committees of the Faculty Council shall be made by the ASCSU Director of Academics with the advice and consultation of the President and the Vice President of ASCSU. All such nominees shall be recommended to the ASCSU Senate and shall have majority approval of the ASCSU Senate before the nominations are forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Nominations of graduate student members to Faculty Council standing committees shall be made by the University Graduate Student Council. Graduate student nominations shall be forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Student nominations shall be submitted to the Faculty Council at its October meeting. After nominations have been closed, a vote shall be taken on the floor of the Faculty Council. In the event of a tie, the Faculty Council shall vote again. Election shall be by plurality.

*C.2.1.9.5 Regular Standing Committees: Membership and Function****a. Executive Committee***

No changes

b. Committee on Faculty Governance

No changes

c. Committee on Intercollegiate Athletics

No changes

d. Committee on Libraries

No changes

e. Committee on Responsibilities and Standing of Academic Faculty

No changes

f. Committee on Scholarship, Research and Graduate Education

No changes

g. Committee on Scholastic Standards

No changes

h. Committee on Strategic and Financial Planning

No changes

i. Committee on Teaching and Learning

No changes

j. Committee on University Programs

No changes

k. University Curriculum Committee

No changes

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*C.2.1.9.6 ~~Advisory~~ Specialized Standing Committees: Membership and Function****a. Committee on Non-Tenure-Track Faculty***

The membership of the Committee on Non-Tenure-Track Faculty shall be comprised as follows:

1. One (1) non-tenure-track faculty member (senior teaching, special, temporary, or multi-year research appointment) shall be selected from each unit among the colleges and the Libraries for which there exists a formal committee representing non-tenure-track faculty members. Each such committee shall provide one (1) or more nominees for this position to the Committee on Faculty Governance for possible inclusion on the ballot.
2. If fewer than six (6) units from among the colleges and the Libraries have such committees, then additional non-tenure-track faculty members shall be selected to provide a total of six (6) non-tenure-track faculty members. These nominations shall be sought from the University community by the Committee on Faculty Governance.
3. Two (2) regular faculty members shall be selected from two (2) different units from among the colleges and the Libraries. The Committee on Faculty Governance shall provide nominees for these two (2) positions after calling for volunteers.

The duties of this ~~specialized standing advisory~~ committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of non-tenure-track faculty to the University, college, and department.
2. Policies related to the standing of non-tenure-track faculty.

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MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions: Section D.2.1 – Benefits Committee; Section D.5.3 – Appointments; and Section D.7 – Conditions of Employment

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section D.2.1 – Benefits Committee; Section D.5.3 – Appointments; and Section D.7 – Conditions of Employment.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section D.2.1 – Benefits Committee; Section D.5.3 – Appointments; and Section D.7 are by the Human Resource Service Center and the Policy and Compliance Office to address appointment definitions and conflict of interest as they relate to benefits.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

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D.2.1 Benefits Committee *(last revised June 23, 2010)*

The Benefits Committee advises the University administration regarding benefit programs for faculty and administrative professionals. The Benefits Committee consists of four (4) faculty members, four (4) administrative professionals, a retired faculty member or administrative professional, and the Chair of the Classified Personnel Council as an *ex officio* non-voting member. At least one (1) representative of the faculty and one (1) representative of the administrative professionals shall be elected each year. Each representative on the Benefits Committee shall serve a three (3) year term. The retired faculty or administrative professional shall serve a three (3) year term and shall be appointed by the Provost, based on nominations from retirees. ~~Faculty~~ members shall be nominated by the Faculty Council Committee on Faculty Governance who shall provide nominees for election by the Faculty Council. Administrative professionals shall be elected by the Administrative Professional Council. Terms of office shall begin on July 1. The Chair of the Benefits Committee shall present an annual report to Faculty Council and the Administrative Professional Council.

D.5.3 Appointments of Administrative Professionals *(last revised June 22, 2006)*

D.5.3.1 Types of Appointments *(last revised March 19, 2002)*

~~Administrative professional appointments may be regular full-time, regular part-time, special full-time, special part-time, or temporary. Full-time appointments are used for full-time nine (9) or twelve (12) month appointments, and part-time appointments are used for appointments of less than full-time, but at least half-time (0.5). For regular and special appointments, no termination date need be stated on an appointment form since such appointments are "at will" (see Section D.5.6), and the inclusion of any termination date on such forms is for administrative convenience only. Special appointments are normally used when positions are supported by sponsored programs or when funds are available only for the duration of the specific assignment. Regular and special administrative professional appointees receive the same benefits as regular and special academic appointees (see Section G). Temporary appointments are used for full-time and part-time appointments of less than nine (9) or twelve (12) months and for all part-time appointments less than half-time (0.5). Temporary appointees are eligible for privileges and benefits as defined in Section G. Temporary appointees of half-time (0.5) or greater are eligible for sick leave (see Section F.3.2) after one (1) year of employment.~~

Administrative professional appointments are at-will, regardless of whether an end date is indicated on an appointment form, and may be made as follows:

- a. Regular: 9-month or 12-month appointments may be either full-time or part-time of at least half-time or greater without a fixed termination date. Part time

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appointments of half-time or greater earn benefits equal to those of full-time appointees of the same type.

- b. Special: Appointments with a specified end date, for positions supported by sponsored programs or when funds are available only for a specified duration. A special appointment may be either full-time or part-time of at least one-half time or greater and the same benefits accrue as for regular appointments of the same type.
- c. Temporary: Full-time and part-time appointments of less than 9 or 12 months and all part-time appointments of less than half time.

For benefits information for all appointment types, see the Human Resources Manual, section 2 and the Administrative Professional Benefits and Privileges Handbook.

D.7.7.3 Disclosure of Conflicts of Interest When Substantial Discretionary Functions are Exercised (*last revised June 23, 2010*)

The Board deems such an interest to exist if a person or a member of his or her immediate family² is affiliated with an external organization and (1) is an officer, director, trustee, partner, agent, or employee of the organization; (2) is either the actual or beneficial owner of more than five (5) percent of the stock or controlling interest of the organization; or (3) has any other direct or indirect dealings with the organization from which the person or family member knowingly is materially benefited by receiving, directly or indirectly, cash or other property (exclusive of dividends and interest) in excess of the amount specified by the *Board Manual of Policies and Procedures*.

² "Immediate Family" includes the employee's spouse, domestic partner (as defined by the University policy and implemented by Human Resource Services under the University's benefits plan) or civil union partner (as defined in C.R.S. §14-15-103) and legal dependents (as defined by the Internal Revenue Code). "Spouse" means a person who is legally married to an Eligible Employee, including a common-law spouse or same-gender spouse when the applicable jurisdiction's law recognizes such marriages.

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MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions: Section F – Leave Policies

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section F – Leave Policies

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section F are requested because changes at the federal level and CSU's integration of Federal policy with CSU policy resulted in these changes drafted largely by the CSU Human Resource Services Center and the Office of Policy and Compliance.

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 Additions - underlined Deletions - ~~overseored~~

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F.3.1.1 Annual Leave Accrual (*last revised June 4, 2008*)

Full-time faculty members on twelve (12) month regular, special, or senior teaching appointments, and administrative professionals on regular, ~~multi-year research~~, or special twelve (12) month appointments earn annual leave at the rate of two (2) days per month.

Faculty ~~faculty~~ members on twelve (12) month regular, special, or senior teaching appointments, and administrative professionals on regular, ~~multi-year research~~, or special twelve (12) month appointments of less than full-time but at least half-time (0.5) earn annual leave prorated by the part time fraction of their appointment. The accrual is rounded to the nearest 1/100 of an hour.

Employees who begin work after the first of a month or who terminate before the end of a month earn annual leave on a prorated basis as described in Section 2 of the Human Resources Manual ~~the Personnel/Payroll Manual (Section 2)~~.

Faculty ~~faculty~~ members and administrative professionals on nine (9) month appointments do not accrue annual leave. These individuals may, however, be granted leave on a limited basis throughout the academic year to include the interim term between semesters. Determination of this privilege shall be made by the department head.

No annual leave is earned by employees working less than half-time (0.5), employed on an hourly basis, or on temporary appointments. Postdoctoral fellows and graduate assistants are considered temporary employees.

Annual leave does not accrue during leave without pay or during sabbatical leave. Annual leave earned during periods of paid leave (annual, sick, injury, etc.) is not credited to the employee until he or she returns to work.

If an employee with accrued annual leave changes to an employment status that is less than half-time (0.5), without a break in service, the employee shall retain his or her accrued annual leave and the ability to use this annual leave for a period of one (1) year, provided he or she remains employed by the University. If the employee changes to a status that is again eligible to earn annual leave within the one (1) year period and without having his or her employment with the University terminated, then the accrued annual leave shall continue to be available for use by the employee.

F.3.2.1 Sick Leave Accrual (*last revised August 2, 2013*)

Full-time faculty members and administrative professionals on twelve (12) month appointments earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. One (1) day of sick leave is considered to be eight (8) hours of sick leave.

Full-time faculty members and administrative professionals on nine (9) month appointments earn one and one-quarter (1.25) days of sick leave per month, cumulative with no maximum. Full-time nine (9) month faculty members and administrative professionals who accept summer session appointments accumulate sick leave at the rate of one and one-quarter days (1.25) per month while on such appointment.

Faculty members and administrative professionals appointed less than full-time, but at least half-time (0.5) earn sick leave prorated by the part-time fraction of their appointment. ~~Academic Faculty and Administrative Professionals on 12-month temporary appointments of half-time or greater are eligible to accrue sick leave benefits only after completing one year of continuous service. Nine-month temporary employees must have completed two consecutive semesters of continuous half-time or greater employment (excluding summer session) and be reappointed the~~

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~~subsequent academic year to become eligible. Post-doctoral fellows, veterinary interns, and clinical psychology interns on full-time nine (9) month or twelve (12) month appointments earn one and one-quarter (1.25) days of sick leave per month. Sick leave accrues and expires each fiscal year. One (1) day of sick leave is considered to be eight (8) hours of sick leave.~~

Post-doctoral fellows, veterinary interns, and clinical psychology interns with appointments of less than full-time, but at least half-time (0.5) earn sick leave each fiscal year prorated by the part time fraction of their appointment. Sick leave accrues and expires each fiscal year.

No sick leave is earned by employees working less than half-time (0.5) or employed on an hourly basis. Graduate assistants do not earn sick leave.

Employees who begin work after the first of a month or who terminate before the end of a month earn sick leave on a prorated basis as described in Section 2 of the Personnel/Payroll Manual (Section 2). Human Resources Manual.

The accrual of sick leave is rounded to the nearest 1/100 of an hour.

Sick leave does not accrue during leave without pay or during sabbatical leave. Sick leave accrued during periods of paid leave (annual, sick, injury, etc.) is not credited to the employee until he or she returns to work.

(This paragraph is effective August 1, 2011) At the time of initial employment, the employee shall receive an amount of sick leave equal to that which they are expected to earn during their first year of employment (as described above). This initial year of sick leave is an "advance" and must be earned before any additional sick leave shall accrue. It is possible that it will take the employee more or less than one (1) year to earn the amount of sick leave advanced and begin accruing additional sick leave (e.g., the employment status could change, or the employee could take leave without pay).

Post-doctoral fellows, veterinary interns and clinical psychology interns shall receive an amount of sick leave equal to that which they are expected to earn during their first year of employment (as described above). The sick leave "advance" is earned on a fiscal year basis and does not carry forward into the next fiscal year.

If an employee with accrued sick leave changes to an employment status that is less than half-time (0.5), without a break in service, the employee shall retain his or her accrued sick leave and the ability to use this sick leave for a period of one (1) year, provided he or she remains employed by the University. If the employee changes to a status that is again eligible to earn sick leave within the one (1) year period and without having his or her employment with the University terminated, then the accrued sick leave shall continue to be available for use by the employee. No sick leave is earned during the period in which the appointment is less than half-time.

F.3.2.2 Use of Sick Leave *(last revised May 3, 2011)*

~~A faculty members or administrative professional may use accrued sick leave for treatment of and convalescence from his or her own illness or injury. Illness includes treatment for alcoholism and drug addiction. In cases of extended sick leave absence, the faculty member or administrative professional may be required to furnish a physician's statement. Sick leave may be used for medical and dental appointments, including routine exams and checkups.~~

~~A faculty member or administrative professional may use up to one hundred sixty (160) hours per fiscal year of his or her accrued sick leave for illness or medical treatment of his or her spouse, domestic partner, parent, or Child (as defined in Appendix 3) or an individual for whom the employee has responsibility to provide care. In addition, up to one hundred sixty (160) hours of sick leave may be used in the event of the birth or placement through adoption or foster care of a child with either the employee or employee's spouse or domestic partner. The child need not be ill for use of sick leave under these circumstances. All faculty members and administrative professionals, regardless of gender, may use sick leave under any of these circumstances.~~

A faculty members or administrative professional may use accrued sick leave for treatment of and convalescence from his or her own illness or injury. Illness includes treatment for alcoholism and drug addiction. In cases of extended sick leave absence as defined in the Human Resources Manual, the faculty member or administrative

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professional will be required to furnish a physician's statement establishing the need for and duration of absence from work. Sick leave may be used for medical and dental appointments, including routine exams and checkups.

A faculty member or administrative professional may use up to four hundred eighty (480) hours per fiscal year of his or her accrued sick leave for the following purposes:

- a. Illness or medical treatment of his or her spouse, domestic partner, civil union partner, parent, or child (as those terms are defined in Appendix 3) or an individual for whom the employee has responsibility to provide care. In addition, an employee will be presumed to have a responsibility to provide care for a serious medical condition of the employee's adult child, sibling, grandparent, or in-law (sibling, parent or grandparent of the employee's spouse, domestic partner or civil union partner) if the employee submits a request for leave stating that the leave is necessary for such reasons.
- b. To provide care for a newborn son or daughter or for a child newly placed for adoption with the employee, in accordance with the Parental Leave and Catastrophic Circumstances Leave Policy, in accordance with the Family Medical Leave Policy (FML), the child need not be ill for use of sick leave in this instance.

NEW Leave Category:**F.3.16 Parental Leave and Catastrophic Circumstances Leave (This leave effective May 23, 2013)**

Academic Faculty, Administrative Professionals, Post-Doctoral Fellows, Veterinary Interns and Clinical Psychology Interns with an appointment of at least half-time (50%) or greater who satisfy the eligibility requirements for Short Term Disability (STD) are eligible for Parental Leave (see the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*). An employee who is not in a regular, paid employment status (for example, during a sabbatical or other such absence) or 9-month employees during summer session appointments are not eligible for this leave.

An employee becomes eligible for Parental Leave upon becoming a parent. Parental Leave is not available during the period preceding the birth or placement for adoption, even if absences are due to the expected arrival. Foster care placement is not included; however, foster care as part of adoption is included. Employees may use other types of accrued leave (such as Sick or Annual leave), as applicable, for absences during such periods. Only one Parental Leave benefit per employee is available per birth or adoption. The

number of children born or adopted (e.g., twins) does not increase the amount of the Parental Leave benefit. (If both Parents are employees, each is entitled to use his or her Parental Leave benefit for the same event).

Parental Leave consists of 3 work weeks of paid time off, in addition to the employee's accrued Sick and Annual leave (and any STD benefits to which the birth mother is entitled) to be used for the purpose of caring for and bonding with the child. Parental Leave may be taken anytime within the first year after delivery/placement and it runs concurrently with (is considered part of) Family Medical Leave (FML) for the birth or placement for adoption event. It can be combined with use of Sick and/or Annual leave, as appropriate, to provide income replacement for the FML leave period (up to 12 weeks). This policy is intended to ensure adequate time off for employees with a newborn or newly adopted child, in most circumstances, while providing compensation for at least 9 weeks of the birth mother's 12 week FML period (typically 6 weeks of STD eligibility plus 3 weeks of Parental Leave), or 3 weeks for the non-birth parent. If the employee is eligible for STD, Parental Leave shall not commence until after STD benefits are exhausted. Parental Leave is not intended to be used to fulfill the STD elimination period of 10 continuous working days of absence. Once taken, Parental Leave must be used in a contiguous block (not split into intermittent days off). Prior notice of the intent to take Parental Leave is required at least 30 days in advance (unless such notice is impossible, in which case, as soon as possible). Your supervisor is responsible for timely reporting of Parental Leave in accordance with the Leave Reporting Policy. Illustrative examples of Parental Leave are located in Section 2 of the Human Resources Manual at www.hrs.colostate.edu.

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The Catastrophic Circumstances Leave may be applicable in extraordinary circumstances where an employee has exhausted all available sick and annual leave and suffers an unforeseen event, such as a catastrophic natural disaster or casualty that displaces the employee from his or her home. As well, the Catastrophic Circumstances Leave may be applicable in the case of a serious illness of the employee or employee's immediate family member for which no other accrued leave is available, or similar event. A department or unit head may authorize up to two work weeks of paid time off. In the rare case that an employee who is eligible for STD does not have enough leave to cover the STD waiting period, such leave must be granted; all other cases are within the discretion of the department head. Any leave granted under this policy must be designated as FML, as applicable in accordance with federal regulations. This policy is not intended to change or conflict with section F.3.14, Special Leave.

Note: The Parental Leave and Catastrophic Circumstances Leave Policy may be reviewed at <http://policies.colostate.edu/>.

F.3.6.4 Relation of Military Service to Retirement Rights

~~A member of the Public Employees' Retirement Association shall be granted additional PERA service credit for uniformed military active service, as defined for reemployment right purposes under federal law, in any branch of the United States military if:~~

- ~~a. Such member had membership in the association at the time the military service began;~~
- ~~b. Such member was discharged from uniformed service active duty and returned from the military leave of absence to membership;~~
- ~~c. The period of uniformed active military service is verified and is not already covered by association service credit upon return from uniformed service to membership; and proven not to be vested in another retirement system, including military retirement.~~
- ~~d. All service credit forfeited by a refund of the member contribution account is purchased. Military service credit is limited to a maximum of five (5) years. Disability or death arising from uniformed military service shall be excluded as a basis for disability retirement benefits or survivor pursuant to the PERA plan.~~

~~Additional information is available in the *Public Employees' Retirement Act of Colorado, Title 24, Article 51 C.R.S. (as amended) 24-51-507 (Uniformed Service Credit)*.~~

F.3.6.5 Salary Rights Replaced by Reemployment after Military Service – see below

~~Upon completion of extended military service as authorized by this Section, an employee may apply for reinstatement within ninety (90) days after being honorably discharged from such service and shall be reinstated into the same position or into a position of comparable seniority, status, and pay, if available, as long as the employee is not physically or mentally disabled from performing the duties of such a position. Less than honorable discharges will be dealt with on a case by case basis. If the employee is not able to perform the duties of his or her previous position or a comparable position because of a disability sustained during the service, but is qualified to perform the duties of another position(s) that is available, he or she shall be offered the position that will most approximate the seniority, status, and pay of the previous position. If at the time of discharge from extended military service, the employee is hospitalized or under medical treatment which resulted from the military service, the employee must apply for reinstatement within ninety (90) days after discharge from the hospitalization or medical treatment, and in no event later than one (1) year and ninety (90) days after termination of the military service.~~

~~A reinstated employee shall have the same rights with respect to accrued and future seniority, status, efficiency rating, vacation, sick leave, and other benefits as if he or she had been actually employed during the time of leave. An employee who is reinstated under the provisions of this Section shall not be discharged, except for cause, within one (1) year after reinstatement.~~

~~If general salary increases are made during an employee's military leave, whether by lump sum increase, percentage increase, or otherwise, his or her salary upon his or her return to employment shall be adjusted to equal the salaries of other employees of comparable rank, qualifications, and abilities as determined by the proper officials.~~

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~~Furthermore, upon return the employee shall not be precluded from such other individual salary adjustment or promotion in rank as may be deemed justifiable.~~

F.3.6.4 Salary Rights Reemployment after Military Service and Eligibility for Reinstatement or Reemployment

In order to be eligible for reinstatement or reemployment following a period of absence for military service, an employee must:

- a. Have been released from service under honorable conditions and must furnish proof of that release;
- b. Have been employed in a non-temporary position at the time he or she entered active duty;
- c. Have left CSU for the purpose of going into active duty, and must have given the notice required by law to that effect;
- d. Report for work or apply in writing within the specified time period after separation or release from training or service (see below); and
- e. Have been away for a period no greater than five years.

Upon completion of extended military service, an employee may apply for reinstatement within the time period specified below after being honorably discharged from such service and shall be reinstated into the same position or into a position of comparable seniority, status, and pay, if available, as long as

the employee is not physically or mentally disabled from performing the duties of such a position. Less than honorable discharges will be considered on a case-by-case basis. If the employee is not able to perform the duties of his or her previous position or a comparable position because of a disability sustained during the service, but is qualified to perform the duties of another position(s) that is available, he or she shall be offered the position that will most approximate the seniority, status, and pay of the previous position.

F.3.6.4.1 Time periods for employee to report to work or give notice to CSU of intent to reinstate

a. In the case of military service less than 31 consecutive days, the employee must report back to work for the first full regularly scheduled work period on the first full calendar day following the completion of the period of service and safe transportation home, plus an 8-hour period for rest. If reporting back within this deadline is "impossible or unreasonable" through no fault of the employee, he or she must report back as soon as possible after the expiration of the 8-hour period.

b. For 31-180 days of service, the employee must submit written or verbal application for reemployment no later than 14 days after completion of service. If submitting the application within 14 days is impossible or unreasonable through no fault of the employee, he or she must submit the application as soon as possible thereafter.

c. For 181 or more days of service, the employee must submit an application for reemployment not later than 90 days after completion of the period of service.

d. For any time period the deadline to report back or submit application for reemployment may be extended for up to 2 years to accommodate a period during which employee was hospitalized for or convalescing from an injury or illness that occurred or was aggravated during a period of military service.

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F.3.6.6 Accrued Status and Benefits

A reinstated employee shall have the same rights with respect to accrued and future seniority, status, efficiency rating, vacation, sick leave, and other benefits as if he or she had been actually employed during the time of leave. An employee who is reinstated under the provisions of this Section shall not be discharged, except for cause, within one (1) year after reinstatement. If general salary increases are made during an employee's military leave, whether by lump sum increase, percentage increase, or otherwise, his or her salary upon his or her return to employment shall be adjusted to equal the salaries of other employees of comparable rank, qualifications, and abilities as determined by the proper officials. Furthermore, upon return the employee shall not be precluded from such other individual salary adjustment or promotion in rank as may be deemed justifiable. For further information and assistance with respect to Military Leave, including assistance with PERA benefits, contact the Benefits Unit in Human Resources (970-491-MyHR).

F.3.13 Leave Without Pay (last revised June 21, 2011)

A faculty member on a regular, special appointment or senior teaching appointment, or an administrative professional on a regular or special appointment may be granted leave without pay with approval by the Board. A request for such leave must be sent through channels to the President. See the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* regarding continuation of benefit coverage while on leave without pay.

Administrative professional on temporary appointment may be granted leave without pay only as required under the *Family Medical Leave Policy*.

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MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions: Section G.1 – Study Privileges; Section G.4 – Tuition Scholarship; Section G.5 - Benefits

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section G.1 – Study Privileges; Section G.4 – Tuition Scholarship; and Section G.5 - Benefits

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section G.1 – Study Privileges; Section G.4 – Tuition Scholarship; and Section G.5 - Benefits are requested to Expand and Clarify Privileges and Benefits. These changes are necessary changes provided by the Human Resource Service Center and the Office of Policy and Compliance.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2013-14

G.1 Study Privileges (*last revised August 2, 2013*)

Under the following conditions, faculty members, administrative professionals, post-doctoral fellows, veterinary interns, and clinical psychology interns with appointments at half-time (0.5) or greater may register for credit courses at Colorado State University, Colorado State University-Global Campus, Colorado State University-Pueblo, and, subject to the terms of agreement between institutions, the University of Northern Colorado, on a space-available basis without the assessment of the student portion of total tuition or general fees to the employee.

- a. The employee must obtain the written consent from the head of his or her administrative unit to register for specific courses. Ideally, courses taken as an employee under the Employee Study Privilege Program should contribute to the employee's success at the University. This is one of several factors taken into account in determining whether or not the value of this benefit is taxable to the employee. Such determinations are made by Human Resources and Business and Financial Services, with reference to the Internal Revenue Code (26 U.S.C. sections 127, 132(d) and 117). However, supervisors may approve an employee's use of the study privilege even if the subject matter is not directly related to current job duties.
- b. Time off to attend courses taught during an employee's scheduled work hours require approval of the supervisor, which should be granted unless there is no reasonable way for the employee to perform his or her duties at other times. Time off that is granted to attend courses in which an employee enrolls at the request of the department in order to improve job skills should be treated as administrative leave with pay.

~~b-c.~~ Faculty members, administrative professionals, post-doctoral fellows, veterinary interns, and clinical psychology interns become eligible for this study privilege as soon as their employment begins.

- d. The President shall set the maximum number of credits for which Eligible Employees are permitted to register per academic year, including the previous summer term, but it shall be at least nine (9) credits for employees with full-time appointments, at least seven (7) credits for employees with appointments from .75 time to .99 time, and at leave five (5) credits for employees with appointments from .50 time to .74 time.

Certain tuition and fees are not covered by the study privilege (e.g., tuition covered under COF, Special Course Fees, University Facility Fee and College Charges for Technology), so these must be paid by the employee at the time of registration. ~~Fees not covered may include course fees, department fees, the University Facility Fee, University and College Technology Fees, and similar charges as may be imposed from time to time.~~ Tuition and fees covered may include base

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tuition, differential tuition, and program charges. A waiver of the University Technology Fee and General Fee will be credited to the student account.

Only credit courses which are a part of the Colorado State University Curriculum, as defined by the *Colorado State University General Catalog*, are available under this benefit. These courses will be identified with a departmental course number. In particular, the study privilege does not cover the cost of continuous registration.

The Division of Continuing Education (“DCE”) offerings are included under this privilege if they are credit bearing at the institution; however, tuition for these courses may be higher than "Resident Instruction" tuition, in which case, the difference must be paid by the employee or by some other source. Courses that provide only continuing education units (CEUs) are not eligible. ~~Faculty members and administrative professionals may enroll in academic credit courses (section numbers 700 or higher) listed on the Continuing Education website.~~

The above credit maxima include courses which are audited by the employee rather than taken for credit. Tuition will be assessed as soon as credits are taken in excess of the ~~statement program~~ maximum for the employee.

Contact the Department of Human Resources for more information.

G.4 Tuition Scholarship Program for Spouses, Domestic Partners, Civil Union Partners, and Children *(last revised June 21, 2011)*

The spouse, domestic partner, civil union partner, and Eligible Children of an Eligible Employee shall be qualified to receive a Tuition Scholarship if admitted to Colorado State University, Colorado State University Global Campus, or Colorado State University Pueblo and enrolled in a degree program or as a degree-seeking student with an undeclared major. This Tuition Scholarship Program is also available to students in programs such as Professional Veterinary Medicine, Teacher Certification, and Principal Licensure. The amount of this Tuition Scholarship shall be a fixed percentage of the undergraduate or graduate tuition that would be assessed to the student for regular on-campus courses at the in-state tuition rate, except for a student in the Professional Veterinary Medicine Program, whose scholarship shall equal this same percentage of the tuition assessed to in-state graduate students. This percentage shall be set by the President, but it shall be at least fifty (50) percent. Note that, in some cases, this Tuition Scholarship may be taxable income. Applications for this Tuition Scholarship must be processed in accordance with the requirements established by Student Financial Services and Human Resources for this program.

If a person dies while an Eligible Employee, his or her spouse, domestic partner, or civil union partner shall continue to be qualified for this Tuition Scholarship Program until six (6) years after the date of the death, and each of his or her Eligible Children shall continue to be qualified for this Tuition Scholarship Program until the Eligible Child reaches the age of twenty-six (26). For all cases of separation from employment of an Eligible Employee other than death, the spouse, domestic partner, civil union partner, and Eligible Children of the Eligible Employee shall cease to be qualified for this Tuition Scholarship Program at the end of the academic year in which the separation from employment occurs.

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In exceptional circumstances, the Vice President for University Operations has the authority to grant eligibility to someone who might not qualify otherwise for eligibility.

For the purposes of Sections G.4 and G-5, the following definitions shall apply:

a. Eligible Employee shall mean and refer to all:

1. ~~faculty members and administrative professionals with regular, special, multi-year research, senior teaching appointments or transitional appointments of half-time (0.5) or greater and all non-temporary state classified appointments of half-time (0.5) or greater. Faculty transitional appointments are eligible for the same benefit available to full-time academic faculty;~~
2. administrative professionals with regular or special appointments of half-time (0.5) or greater , and;
3. non-temporary state classified appointments of half-time (0.5) or greater.

b. "Eligible Child" shall mean and refer to biological children, adopted children, foster children, stepchildren, and legal wards of either the Eligible Employee or the Eligible Employee's spouse, domestic partner, or civil union partner as well as any person for whom either the Eligible Employee or the Eligible Employee's spouse, domestic partner, or civil union partner is standing *in loco parentis*, provided that the "Eligible Child" is under twenty-six (26) years of age.

c. "Spouse" means a person who is legally married to an Eligible Employee, including a common-law spouse or same-gender spouse when the applicable jurisdiction's law recognizes such marriages.

d. "Domestic partner" has the meaning described under the University's benefits plan.

e. "Civil union partner" has the meaning defined in C.R.S. §14-15-103.

G.5 Benefits (*last revised August 12, 2009*)

Faculty members and administrative professionals with specific appointment types are eligible for certain benefits as provided by the University with the approval of the Board. Such benefits may include a retirement plan, medical coverage, dental coverage, vision coverage, life insurance, disability insurance, tax-sheltered annuities, and other such benefits. These benefits may include coverage for immediate family members, domestic partners and civil union partners. Such benefits are subject to change by the University with the approval of the Board. Contact the Department of Human Resources Services for more information.

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MATTERS FOR ACTION:

Approval of the Program Review Schedule for Colorado State University-Pueblo as approved by President Lesley Di Mare.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University-Pueblo academic programs to be reviewed in academic year 2014-15 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar is attached.

- Music (BA)
- Sociology (BA, BS)
- Foreign Language (Spanish BA)
- Accounting (BSBA)
- Business Management (BSBA)
- Economics (BSBA)
- Master in Business Administration (MBA; Including Joint BSBA/MBA)

EXPLANATION:

Presented by Carl N. Wright, Provost and Vice President for Academic Affairs.

The list above is in accordance with established review schedule 2014-2015 through

2019-2020. To date, none of the programs have submitted requests to the CSU-Pueblo Curriculum and Academic Programs (CAP) Board to delay their University program review to coincide with their disciplinary accreditation review. Should any delay requests be submitted, the CAP Board will respond to them in September and make recommendation to the president. We request that the Board delegate authority to President Lesley Di Mare to approve any 2014-2015 program review delays.

Program Review Calendar

2014-2015	CHASS:	Music (BA), Sociology (BA/BS), Foreign Language (Spanish BA)
	HSB:	Accounting (BSBA), Business Management (BSBA), Economics (BSBA), Masters in Business Administration (MBA; Including Joint BSBA/MBA)
2015-2016	CEEPS:	Nursing (BSN and MS), Athletic Training (BS)
	CHASS:	Mass Communications (BA/BS), History (MA)
	CSM:	Chemistry (MS), Biology (MS), Biochemistry (MS)
2016-2017	CEEPS:	Automotive Industry Management (BS), Liberal Studies (BS), Construction Management (BS)
	CSM:	Mathematics (BA/BS), Chemistry (BS), Biology (MS)
	CHASS:	Social Work (BSW)
2017-2018	CEEPS:	Exercise Science and Health Promotion (BS)
	CSM:	Chemistry (BS)
	CHASS:	Political Science (BA/BS), Social Science (BA/BS), English (BA)
	HSB:	Computer Information Systems (BS; Including Joint BS-CIS/MBA)
2018-2019	CEEPS:	Engineering (Mechatronics, BSE), Industrial Engineering (BSIE), Industrial & Systems Engineering (MS), Civil Engineering Technology (BSCET)
	CSM:	Biology (BS), Physics (BS), Biochemistry (BS)
	CHASS:	Art (BA/BFA), History (BA/BS), Psychology (BA/BS), English (MA)
2019-2020	CHASS:	Music (BA), Sociology (BA/BS), Foreign Languages (Spanish BA)
	HSB:	Accounting (BSBA), Business Management (BSBA), Economics (BSBA), Masters in Business Administration (MBA; Including Joint BSBA/MBA)

Abbreviations:

CEEPS: College of Education, Engineering and Professional Studies
CHASS: College of Humanities and Social Sciences
CSM: College of Science and Mathematics
HSB: Hasan School of Business

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MATTERS FOR ACTION:

Report: Post-Tenure Review and Results of Faculty Activity

EXPLANATION:

Presented by Tony Frank, President

Colorado State University employs a comprehensive system for hiring and evaluating faculty performance. The following report describes the results of annual performance reviews, promotion and tenure, and periodic comprehensive reviews (post-tenure reviews). This report also summarizes the hiring process used to attract capable new faculty who are likely to succeed.

COLORADO STATE UNIVERSITY REPORT ON FACULTY ACTIVITY FOR 2013-2014

Colorado State University seeks to ensure that every regular, tenure-track faculty member and special appointment faculty member meets or exceeds the expectations for his/her appointment. This report summarizes the procedures the University uses to ensure faculty meet the University's performance standards, and provides a brief analysis of the outcomes of the various types of review. The process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). At the midpoint of the probationary period, ordinarily during the third year of appointment, such untenured faculty members undergo a more comprehensive review. The critical decision concerning tenure and promotion normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2013-2014 indicate that the vast majority of Colorado State University faculty members are performing at or above the expectations for their assignments.

I. PROCESS FOR FACULTY HIRES

Hiring new faculty members is among the most important responsibilities of department faculty and college administrators. The processes used in soliciting applications and interviewing candidates vary across the University as to detail, but universally, the search processes are characterized by thoroughness and intensity. Searches generally share the following characteristics:

1. Positions are advertised in printed and electronic form in locations appropriate for the profession involved. Advertising must appear in locations ordinarily accessed by potential faculty members who would enhance the diversity of the unit. Members of search committees are expected to be proactive in solicitation of nominations and applications. Advertising typically specifies the expectations of the successful applicant in terms of teaching, advising, research, service, and outreach and engagement.
2. Applicants are asked to provide a letter of interest, a resume (curriculum vita), and typically three letters of recommendation. Application materials may include statements of teaching philosophy, a list of courses the applicant is qualified to teach, summaries of student evaluations, research plans, and publication lists.
3. Semifinalists are selected after a careful screening by a departmental committee and in strict adherence with clearly defined equal opportunity guidelines. Often, additional information is solicited from other experts in the field.
4. Finalists are selected after another careful screening. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This certainly includes members of the faculty of the

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department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are often included in the interview process. The interview almost always includes one or more presentations by the applicant, and a meeting with the Dean.

II. ANNUAL PERFORMANCE REVIEWS

Performance reviews are conducted for all Colorado State University faculty members on an annual, calendar-year basis. Each faculty member prepares an annual activities report which details his/her activities in teaching, research and creative activity, and service/outreach/engagement. Typically, faculty members expend 40-55 percent of their effort in teaching, 30-45 percent in research and creative activity, and 5-20 percent in service/outreach. The department head/chair assesses the activities of the faculty member and assigns a performance rating for each of the three categories and an “overall” rating. The faculty member and the head/chair meet to discuss the evaluation which is then forwarded to the college dean’s office for review. The summary report of the evaluation is forwarded to the Provost/Executive Vice President for further review and reporting.

For the calendar year 2013, 1,133 tenured and tenure-track faculty were reviewed. The “overall” outcomes were:

Superior performance:	98
Exceeded performance expectations:	488
Met performance expectations:	513
Below performance expectations:	31
Unsatisfactory performance:	3

The overwhelming majority of the reviews were positive, indicating that the faculty are meeting or exceeding the University’s performance expectations. It is important to note that faculty members who receive “met performance expectations,” and sometimes those who receive “exceeded performance expectations,” ratings may be given suggestions for improvement in one or more of the three categories that are evaluated.

III. REAPPOINTMENT

Academic faculty on regular appointments who have not acquired tenure are appointed on a contractual basis not exceeding one year. Such faculty members undergo an annual review of progress toward tenure by the department Tenure and Promotion Committee. At the midpoint of the probationary period, ordinarily at the end of the third year of appointment, such faculty members undergo a more comprehensive review. Regular faculty members making satisfactory progress are reappointed.

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IV. TENURE AND PROMOTION

The following table summarizes Colorado State University's promotion and tenure activity for 2011-2012.

College	Tenure	Promotion to Associate	Tenure & Promotion to Associate	Promotion to Full	Tenure & Promotion to Full	Denied	Total
Agricultural Sciences			4	1			5
Health and Human Sciences			10	2			12
Business			3	1			4
Engineering			3	4			7
Liberal Arts	1		13	8			22
Libraries							
Natural Resources	2		4	5	1		12
Natural Sciences			7	6		1	14
Veterinary Medicine	1		4	3			8
TOTAL	4		48	30	1	1	84

Promotion of Special Appointment Faculty

	Promotion to Assistant Professor (Special)	Promotion to Associate Professor (Special)	Promotion to Professor (Special)	TOTAL
TOTAL		5		5

We note that in this past year, there was one denial of promotion and/or tenure. This does not mean that every case that was initially proposed was successful. Each year, there are cases that come forward that are withdrawn for a variety of reasons, most having to do with some level of administrative discouragement due to a perception that the case is not strong enough yet. The above statistics represent those cases that made it through the process leading to a formal recommendation by the Provost to the President.

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V. COMPREHENSIVE REVIEW OF TENURED FACULTY

All tenured faculty at Colorado State University are subject to periodic comprehensive reviews of their performance. Phase I Comprehensive Performance Reviews of faculty are conducted by the department head/chair at intervals of five years following the acquisition of tenure, or if there are two unsatisfactory annual reviews within a five-year period. The department head's review identifies strengths and any deficiencies in the faculty member's performance. Department heads who believe that a faculty member's deficiencies can be corrected without implementing a Phase II Comprehensive Performance Review prepare, in consultation with the faculty member, a specific professional development plan to assist the faculty member in meeting the department's performance expectations. The review may also result in changes in the distribution of the faculty member's effort across teaching, research, outreach, and service.

If a faculty member's deficiencies are deemed to be more significant, a Phase II Comprehensive Performance Review is initiated. This review is conducted, according to procedures specified in the department's Code, by three of the faculty member's peers at the same or higher rank. The department head is not a committee member. A majority of the committee must decide if the faculty member's performance is satisfactory, or has minor deficiencies, or has deficiencies that are substantial and chronic or recurrent and must be remedied, or is so unsatisfactory as to warrant possible sanctions up to and including tenure revocation. When deficiencies are noted that must be remedied, the department head and faculty member design a professional development plan indicating how the deficiencies are to be remedied and set timelines for accomplishing each element of the plan. Such development plans must be approved by the dean of the college. When sanctions are involved, the Provost/Executive Vice President makes a recommendation to the President regarding action. [*see*: Colorado State University, Academic Faculty and Administrative Professional Manual, E.14.3, Periodic Comprehensive Reviews of Tenured Faculty].

In the past year (2012) 35 of the 137 faculty members scheduled for Comprehensive Review were delayed or canceled. Cancellations or delays of comprehensive reviews are due to promotions (31), resignations, retirements, sabbaticals, or medical reasons (4). Two professional development plans were implemented. The following table summarizes the results of the reviews by College and by outcome.

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2012-2013 Comprehensive Review Summary

College	Number	Satisfactory	Delayed or Canceled	Professional Development Plans	Phase II
Agricultural Sciences	15	11	4		
Health and Human Sciences	11	7	4		
Business	5	4	1		
Engineering	10	6	4		
Liberal Arts	38	29	8	1	
Natural Resources	17	12	5		
Natural Sciences	25	19	6		
Vet. Med. and Biomedical Sciences	15	11	3	1	
Libraries	1	1			
Total	137	100	35	2	

Results from the last six years of Comprehensive Reviews are recorded in the table below.

Six Year Comprehensive Review Summary

Year	Number	Satisfactory	Delayed or Cancelled	Professional Development Plans	Phase II
2008-2009	110	109	3	3	0
2009-2010	66	66	3	0	0
2010-2011	129	116	12	1	0
2011-2012	110	99	10	1	0
2012-2013	134	126	8	5	0
2013-2014	137	100	35	2	0

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VI. Faculty Workload Analysis

As part of a review of faculty workload reports in FY12, the Academic and Student Affairs Committee settled on a set of six metrics to use to measure faculty workload; these are:

- The UG Student/Faculty Ratio as computed for the IPEDS data set
- The UG FTE/AAUP Instructional Faculty ratio
- The UG Degrees/AAUP Instructional Faculty ratio
- The Graduate FTE/AAUP Instructional Faculty ratio
- The Graduate Degrees/AAUP Instructional Faculty ratio
- NSF Federal Research Expenditures/AAUP Instructional Faculty

Institutional Research has been tracking these metrics for some time; we present below the past six years of data.

In general, our IPEDS Student/Faculty ratio tracks very closely to our peers – within one. We systematically have a higher UG FTE/Faculty ratio (although our peer group metric jumped significantly closer to ours in 2011). In every year, our UG Degrees/Faculty ratio is significantly higher as well, as are the corresponding ratios for the graduate student metrics.

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Values	2008		2009		2010		2011		2012		2013	
	CSU	Peer Median	CSU	Peer Median	CSU	Peer Median	CSU	Peer Median	CSU	Peer Median	CSU	Peer Median
IPEDS UG Student Faculty Ratio	18.00	18.00	18.00	17.00	18.00	18.00	18.00	17.00	17.00	18.00	16.00	
UG FTE/AAUP Instructional Faculty	22.05	16.45	21.38	16.86	20.98	16.65	21.92	19.83	22.17	21.43	21.26	
UG Degrees/AAUP Instructional Faculty	4.64	3.71	4.37	3.83	4.26	3.91	4.51	4.26	4.71	4.36	4.69	
Graduate FTE/AAUP Instructional Faculty	4.42	3.74	4.33	3.96	4.57	4.15	4.66	4.23	4.73	4.16	4.49	
Graduate Degrees/AAUP Instructional Faculty	1.48	1.16	1.63	1.27	1.77	1.28	1.80	1.57	2.01	1.64	1.93	
NSF Federal Research Exp/AAUP Faculty	\$226	\$94	\$219	\$98	\$214	\$118	\$246	\$138	\$263	\$145	\$265	
Notes: Includes ALL instructional faculty reported to AAUP												
Operational Definitions:												
UG FTE/AAUP Instructional Faculty: (Full-time Undergraduate Students + 1/3rd of Part-time Undergraduate Students) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)												
UG Degrees/AAUP Instructional Faculty: (Undergraduate Degrees Conferred) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)												
GR FTE/AAUP Instructional Faculty: (Full-time Graduate Students + 1/3rd of Part-time Graduate Students) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)												
GR Degrees/AAUP Instructional Faculty: (Graduate Degrees Conferred) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty)												
NSF Federal Research Exp/AAUP Instructional Faculty (in thousands): (annual NSF Federal Research Expenditures) DIVIDED BY (AAUP Reported Instructional [Tenured and Tenure-Track] Faculty. Data are a year in arrears												

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VII. Faculty Compensation Comparisons

Faculty Salaries at all ranks at Colorado State University continue to lag behind our peer institutions. We present here two tables, one indicating data on salaries only and one on full compensation. At the assistant professor rank, we are about .5 percent below our peer average on salaries and 7.6 percent below our peer average on full compensation; at the associate professor rank, we are 3.2 percent below on salaries and 9 percent below on full compensation; and at the full professor rank, we are 8.9 percent below on salaries and 11.9 percent below on full compensation.

Another view of these statistics is to note that at the assistant professor rank, seven of the 13 peers have average salaries higher than CSU's; at the associate professor rank, ten of the 13 peers have average salaries higher than CSU's; and at the full professor rank, nine of the 13 peers have average salaries higher than CSU's.

We have identified this issue as one of concern to our campus for many years, and unfortunately for several years we had little ability to affect things, with zero faculty salary raises. The past two years, with as 3 percent salary raise and a 2.5 percent salary raise, we hoped to gain a little ground. The statistics over the past ten years are given in the following graph.



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2013-14 Faculty Salaries - BOG Peer Group												
Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary
Iowa State	515	62,984,500	122,300	403	35,826,700	88,900	306	24,112,800	78,800	1,224	122,924,000	100,428
Kansas State	294	30,576,000	104,000	287	21,668,500	75,500	274	17,974,400	65,600	855	70,218,900	82,127
Michigan State	829	111,997,900	135,100	582	54,009,600	92,800	604	43,488,000	72,000	2,015	209,495,500	103,968
North Carolina State	498	60,656,400	121,800	382	33,081,200	86,600	271	20,650,200	76,200	1,151	114,387,800	99,381
Oklahoma State	321	33,159,300	103,300	310	24,242,000	78,200	225	16,245,000	72,200	856	73,646,300	86,035
Oregon State	176	19,729,600	112,100	207	18,216,000	88,000	237	18,296,400	77,200	620	56,242,000	90,713
Purdue University	810	105,786,000	130,600	578	52,829,200	91,400	439	35,427,300	80,700	1,827	194,042,500	106,208
Texas A & M	790	101,278,000	128,200	552	48,631,200	88,100	293	23,557,200	80,400	1,635	173,466,400	106,096
Univ of California, Davis	781	106,762,700	136,700	270	24,975,000	92,500	198	16,572,600	83,700	1,249	148,310,300	118,743
Univ of Illinois, Urbana	816	118,320,000	145,000	556	53,487,200	96,200	405	36,612,000	90,400	1,777	208,419,200	117,287
Univ of Tennessee	566	72,165,000	127,500	470	42,347,000	90,100	379	29,296,700	77,300	1,415	143,808,700	101,632
Virginia Tech	463	58,801,000	127,000	461	40,844,600	88,600	305	22,997,000	75,400	1,229	122,642,600	99,791
Washington State	348	37,549,200	107,900	316	23,889,600	75,600	210	15,036,000	71,600	874	76,474,800	87,500
COLORADO STATE	422	49,078,600	116,300	362	30,914,800	85,400	225	17,302,500	76,900	1,009	97,295,900	96,428
TOTAL EXCLUDING CSU	7,207	919,765,600	127,621	5,374	474,047,800	88,211	4,146	320,265,600	77,247	16,727	1,714,079,000	102,474
WEIGHTED AVERAGE CSU			53,856,124			31,952,509			17,380,550			103,169,183
Peers												102,249
												94.3%

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2013-14 Faculty Compensation - BOG Peer Group												
Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp
Iowa State	515	81,009,500	157,300	403	47,755,500	118,500	306	32,589,000	106,500	1,224	161,354,000	131,825
Kansas State	294	38,014,200	129,300	287	26,748,400	93,200	274	21,700,800	79,200	855	86,463,400	101,127
Michigan State	829	144,246,000	174,000	582	73,273,800	125,900	604	61,245,600	101,400	2,015	278,765,400	138,345
North Carolina State	498	76,393,200	153,400	382	42,516,600	111,300	271	26,774,800	98,800	1,151	145,684,600	126,572
Oklahoma State	321	44,137,500	137,500	310	32,116,000	103,600	225	20,992,500	93,300	856	97,246,000	113,605
Oregon State	176	27,456,000	156,000	207	25,750,800	124,400	237	25,643,400	108,200	620	78,850,200	127,178
Purdue University	810	132,759,000	163,900	578	69,533,400	120,300	439	46,753,500	106,500	1,827	249,045,900	136,314
Texas A & M	790	120,001,000	151,900	552	58,456,800	105,900	293	28,362,400	96,800	1,635	206,820,200	126,496
Univ of California, Davis	781	144,406,900	184,900	270	34,857,000	129,100	198	23,344,200	117,900	1,249	202,608,100	162,216
Univ of Illinois, Urbana	816	147,940,800	181,300	556	70,000,400	125,900	405	48,316,500	119,300	1,777	266,257,700	149,836
Univ of Tennessee	566	91,239,200	161,200	470	54,755,000	116,500	379	38,354,800	101,200	1,415	184,349,000	130,282
Virginia Tech	463	73,941,100	159,700	461	53,015,000	115,000	305	30,317,000	99,400	1,229	157,273,100	127,968
Washington State	348	47,119,200	135,400	316	30,841,600	97,600	210	19,320,000	92,000	874	97,280,800	111,305
COLORADO STATE	422	60,261,600	142,800	362	37,973,800	104,900	225	21,240,000	94,400	1,009	119,475,400	118,410
TOTAL EXCLUDING CSU	7,207	1,168,663,600	162,157	5,374	619,620,300	115,300	4,146	423,714,500	102,198	16,727	2,211,998,400	132,241
WEIGHTED AVERAGE CSU			68,430,143			41,738,472			22,994,636			133,163,251
Peers												131,975
												89.7%

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VII. Faculty Demographics

Below we present basic faculty demographic data for the past six years; these statistics and many others can be found in the CSU Fact Book.

We have made progress on our goal of steadily increasing our faculty numbers this past year, and the number of tenure track faculty is at a six-year high. Our number of women faculty continues to rise, as does our number of minority faculty.

Tenure-Track Faculty by Rank, Gender, and Minority Status

Year	Full Professors	Associate Professors	Assistant Professors	Total Faculty	Men Faculty	Women Faculty	Minority Faculty
FY14	433	378	234	1,045	664	381	148
FY13	423	356	229	1,008	658	350	146
FY12	416	332	255	1,003	661	342	143
FY11	404	321	275	1,000	668	332	125
FY10	418	317	298	1,033	696	337	126
FY09	419	310	290	1,019	693	326	122

Note: Non-resident Alien faculty are not reported with minority faculty.

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MATTERS FOR ACTION:

Report on Annual Faculty Performance, Promotions and Post Tenure Review

RECOMMENDED ACTION:

No action required—report only

EXPLANATION:

Presented by Carl Wright, Provost and Vice President for Academic Affairs, CSU-Pueblo.

The Board of Governors of the CSU System formally approved Colorado State University-Pueblo's tenure/post-tenure review policy on December 3, 1997. The report summarizes major actions taken during the 2013-2014 academic year in relation to that policy.

REPORT ON FACULTY ACTIVITY FOR AY 2013-2014

Colorado State University-Pueblo has in place policies, procedures, and practices to ensure that every tenure-track faculty member meets or exceeds the performance expectations for his/her position when hired and throughout his/her career at the University. This report summarizes the relevant procedures and recent review results.

The performance review process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). The critical decision concerning tenure normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2013-2014 indicate that the vast majority of Colorado State University-Pueblo faculty is performing at or above the expectations for their assignments.

I. PROCESS FOR FACULTY HIRES

Hiring qualified new faculty members is among the most important responsibilities of department faculty and college administrators. The process used in soliciting applications and interviewing

candidates is thorough, objective, and conforms to central policies. Searches share the following characteristics:

1. All tenure-track faculty searches are conducted nationally. Positions are advertised in printed and electronic form in locations appropriate for the discipline involved. All positions are posted on the University's web site and typically, in the discipline's major print and electronic resources for job searches. Members of search committees are expected to be proactive in soliciting nominations and applications, and contact is made with leading doctoral programs in the discipline, especially those with high rates of minority and Hispanic graduates, as appropriate. Advertising specifies the expectations of the successful applicant in terms of teaching, scholarship, and faculty duties unique to the position.
2. Applicants are asked to provide a letter of interest, résumé (curriculum vitae), evidence of excellent teaching performance and names of references and/or letters of recommendation.
3. A search and screen committee is named, with the majority of members representing the discipline in which the position exists. Faculty members from other disciplines sometimes are named to the search and screen committee to promote diversity or to represent the teaching interests of related fields.
4. Candidates meeting minimum qualifications are determined after a careful review by the search and screen committee and in strict adherence with clearly defined University guidelines. The group of qualified candidates is further reviewed through more extensive examination of submitted materials, telephone interviews with references and/or telephone or online video interviews with the top candidates.
5. The resulting finalists are invited for an on-campus interview. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This includes members of the faculty of the department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are included in the interview process. The interview almost always includes two presentations by the applicant: a teaching demonstration and a presentation of scholarly work.

II. ANNUAL PERFORMANCE REVIEWS

Performance reviews are conducted for all Colorado State University-Pueblo faculty on an annual, calendar-year basis. Each faculty member prepares an annual report, which details his/her activities in teaching, scholarship/creative activity, and service/outreach in relation to the faculty member's annual performance goals and plan. The department chair assesses the activities of the faculty member in light of formal departmental and college performance standards and University performance criteria. The faculty member and the chair meet to discuss the evaluation, which is then forwarded to the college (or school) dean's office for review. The dean's and the chair's recommendations are forwarded to the provost for further review, and then all recommendations are submitted to the president for final approval.

For the calendar year 2013, 146 tenured and tenure-track faculty members were reviewed (including three who retired). This number includes department chairs. The outcomes are tabulated below:

	Tenure-track (untenured) faculty	Tenured faculty	Total
Exceptional	8	47	55 (38%)
Exceeds expectations	22	60	82 (56%)
Meets expectations	3	6	9 (6%)
Below expectations	0	0	0
Unsatisfactory	0	0	0

(The comparable outcomes reported a year ago were 32% exceptional and 10% meets expectations.)

As part of the annual review process, all faculty members receive feedback about the quality of their performance, and this feedback affects the identification of performance goals for the next year. Additionally, faculty members receiving “below expectations” evaluations overall or in any evaluation category prepare special development plans, in consultation with their chairperson (see below).

III. REAPPOINTMENT

Academic faculty members on regular appointments who have not acquired tenure are appointed on a contractual basis not exceeding one year. Such faculty members undergo an annual review of progress toward tenure as part of the standard annual review process. Faculty members making satisfactory progress are reappointed.

IV. TENURE AND PROMOTION

The following table summarizes Colorado State University-Pueblo promotion and tenure outcomes for 2013-2014. There were no denials; however, in consultation with their peers, chairs, and deans, faculty often do not submit dossiers if they do not believe that they have a strong case for tenure and/or promotion.

Academic unit*	Tenure only	New appointments with tenure	Promotion to Associate only	Tenure & Promotion to Associate	Promotion to Full	Tenure & promotion to Full	Denied	Total actions
CEEPS	0	0	2	1	0	0	0	3
CHASS	0	2	1	2	1	0	0	6
CSM	0	0	0	0	0	0	0	0
HSB	0	0	0	1	2	0	0	3
Library	0	0	0	2	0	0	0	2
COLUMN TOTAL	0	2	3	6	3	0	0	14

*See key for acronyms at end of section V in this report

V. COMPREHENSIVE REVIEW OF TENURED FACULTY

All tenured faculty members at Colorado State University-Pueblo must complete a comprehensive, post-tenure review every five years. This review consists of the annual performance review for the current year plus a review of performance over the previous four years. If the comprehensive review results in a non-meritorious rating or if two successive annual reviews result in a non-meritorious rating, a cumulative performance review is scheduled for the following year. In the interim, the faculty member works closely with the department chair to analyze deficiencies and to develop a detailed professional development plan for improvement. This process of analysis and developing a plan is tied closely to the formally defined University criteria and college/school and department standards for performance. The cumulative review includes a self-assessment of performance, and assessments conducted by the department chair, the College Personnel and Review Committee, the dean, and the provost. Final review and action is done by the President.

In the past academic year (2013-2014), 12 comprehensive reviews were scheduled. The table below summarizes the results of the reviews by college/school and by outcome.

AY 2013-2014 Comprehensive Review Summary

College*	Number scheduled	Meets or exceeds expectations	Delayed or canceled
CEEPS	4	0	4**
CHASS	3	3	0
CSM	3	3	0
HSB	2	2	0
Library	0	0	0
Totals	12	8	4

*See key for acronyms below.

**One (full) professor and one associate professor were on sabbatical leave during the academic year; one associate professor served over a year as an interim chair; one (full) professor was delayed due to the transitional issues between retiring dean and acting Dean; therefore post-tenure review was postponed for four months.

Key:

A. Colleges:

- CEEPS: College of Education, Engineering, and Professional Studies
- CHASS: College of Humanities and Social Sciences
- CSM: College of Science and Mathematics
- HSB: Hasan School of Business

VI. FACULTY WORKLOAD

The chart below is an update from material submitted for the August 2012 and August 2013 Board of Governors meeting. Data are obtained from the Integrated Postsecondary Education Data System (IPEDS).

CSU-Pueblo Faculty Workload

	2009*		2010*		2011*		2012*		2013*	
	CSU-Pueblo	Peer median	CSU-Pueblo	Peer median	CSU-Pueblo	Peer median	CSU-Pueblo	Peer median	CSU-Pueblo	Peer median
IPEDS UG Student Faculty Ratio	18	17	16	17	18	17	16	16	15	17
UG FTE/IPEDS Instructional Faculty	26.41	26.65	28.87	27.01	28.70	26.26	29.19	27.77	29.86	26.55
UG Degrees/IPEDS Instructional Faculty	4.80	5.39	4.47	4.78	4.69	5.46	5.75	5.67	NA	NA
GR FTE/IPEDS Instructional Faculty	4.28	3.26	4.65	3.37	3.98	3.06	4.30	2.77	5.88	3.19
GR Degrees/IPEDS Instructional Faculty	0.61	1.06	0.83	1.53	0.55	1.37	0.68	1.30	NA	NA
Research Exp/IPEDS Instructional Faculty	1,452	3,033	2,155	3,177	1,945	2,900	1,521	2,684	NA	NA

"Peers" are from peer set approved December 2011; see section VII for de details. Source: All variables are directly from IPEDS.

*Each year refers to students and faculty in fall of that year; degrees awarded and research expended are for the fiscal year that includes fall of that year.

Operational Definitions:

IPEDS UG Student Faculty Ratio: Self-reported to IPEDS; essentially it is (full-time undergraduate students + 1/3rd of part-time undergraduate students) DIVIDED BY (full-time faculty + 1/3rd part-time faculty).

UG FTE/IPEDS Instructional Faculty: Computed as (full-time undergraduate students + 1/3rd of part-time undergraduate students) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

UG Degrees/IPEDS Instructional Faculty: Computed as (undergraduate degrees conferred) DIVIDED BY (IPEDS reported instructional [tenured and tenure-Track, FT+PT/3] faculty)

GR FTE/IPEDS Instructional Faculty: Computed as (full-time graduate students + 1/3rd of part-time graduate students) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

GR Degrees/IPEDS Instructional Faculty: Computed as (graduate degrees conferred) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

Research Exp/Instructional Faculty: Computed as (IPEDS reported annual research expenditures) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

The second and fourth rows of the table indicate that, on average, CSU-Pueblo tenured and tenure-track faculty have more students than the median of the peer set. The undergraduate and graduate degrees awarded per (tenured and tenure-track) faculty member are slightly above, and .6 below, the median of the peer set, respectively. For graduate degrees, this is in part because many graduate students are non-degree-seeking K-12 teachers who are taking classes for professional development.

VII. FACULTY COMPENSATION COMPARISONS

A new peer set was determined at the December 2011 Board of Governors meeting and is listed below. Faculty salaries relative to this peer set, as obtained from IPEDS, are summarized in the table on the next page.

As the table shows, CSU-Pueblo faculty salaries are below the averages for each of the ranks of Professor, Associate Professor, and Assistant Professor, for each of the past three academic years (4% for Professor, 8% for Associate and 12% for Assistant Professors, in AY2013-2014). Two years ago, we anticipated that the salary increase in FY2013 (the first after 3 years of no increases) would close the gap somewhat, and the data for AY2012-2013 bore that out, but the gap widened this past year – we had almost completely closed the gap in (full) Professor salaries, and made net progress at the Assistant Professor level, but since then, the gap has widened.

The peer set, approved by the CSU System Board in December 2011, is:

Augusta State University
 California State University-Stanislaus
 Emporia State University
 Midwestern State University
 Missouri Western State University
 The University of Tennessee-Martin
 The University of Texas at Tyler
 University of Colorado, Colorado Springs
 University of Michigan-Flint
 University of South Carolina-Upstate
 Washburn University

As noted in the table, Augusta State University no longer exists, having merged with Georgia Health Sciences University and forming Georgia Regents University by fall 2013. The current university includes both a dental and a medical school.

Faculty Salaries-Board of Governors Peer Group

Institution	AY 2013-2014						AY 2012-2013						AY 2011-2012					
	Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor	
	#*	average salary*	#*	average salary*	#*	average salary*	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary
Augusta State University**	NA	NA	NA	NA	NA	NA	50	76511	49	57408	84	53910	49	75298	46	56930	83	53343
California State University-Stanislaus	123	88734	57	70413	43	64753	116	89899	54	71051	53	62745	110	90082	56	69332	57	62239
Colorado State University-Pueblo	44	84200	55	63203	53	53952	44	83906	47	61347	59	53999	47	79549	42	62467	62	52082
Emporia State University	77	71138	76	57285	48	53943	75	72453	82	58926	52	52094	59	70994	69	56755	56	52448
Midwestern State University	45	85598	62	68982	95	59264	46	80149	54	66597	72	56698	52	76003	43	67007	77	57163
Missouri Western State University	52	75903	50	62163	69	52681	49	74608	50	61721	68	53537	51	75463	47	61270	71	52222
The University of Tennessee-Martin	74	80928	70	66052	83	57431	69	61324	61	71709	77	53915	59	74252	59	62654	76	53751
The University of Texas at Tyler	49	92590	68	70754	79	65421	48	85219	68	66729	79	62855	53	82224	68	66232	71	59826
University of Colorado-Colorado Springs	73	99717	67	75608	77	68988	80	96231	74	73391	82	65518	74	95467	68	72243	75	63053
University of Michigan-Flint	36	104044	64	79108	96	69826	39	98965	62	75664	86	67425	36	94488	52	72101	91	65192
University of South Carolina-Upstate	21	77141	51	62897	59	54797	22	77909	51	64388	60	53960	22	71484	36	60975	67	51640
Washburn University	73	102576	71	70621	63	59064	66	102356	73	70549	67	57572	62	96379	65	68117	65	54076
Averages of peers***	62.3	88041	63.6	68455	71.2	61156	60.0	83909	61.6	67303	70.9	58549	57.0	83479	55.4	65129	71.7	57022

*For 2013-2014, IPEDS salaries include faculty on 9, 10, 11, or 12-month contracts; all CSU-Pueblo faculty are on 9-month contract (and our peers average 91% of profs, 94% of assoc profs, and 96% of asst profs on 9-month contract).

**Augusta State University no longer exists; it merged with Georgia Health Sciences University to form Georgia Regents University, a university with over 1000 doctoral students including a medical school and a dental school, by fall 2013. IPEDS provided no data for August State for fall 2013.

***Salaries weighted by number of faculty

VIII. FACULTY DEMOGRAPHICS

Our Factbook, available online, has gender and ethnicity breakdown since fall 2003 for all full-time faculty. The gender and ethnicity is not disaggregated by rank in the Factbook. The 8 most recent years of data are summarized in the table below.

Full-time Faculty by Rank, Gender and Ethnicity

Academic year	Professor	Associate Professor	Assistant Professor	Total tenured or tenure track	Total full time faculty*	Men	Women	Minority**
2012-2013	46	47	51	144	195	106	89	40
2011-2012	49	42	58	149	190	102	88	38
2010-2011	48	39	59	146	193	99	94	34
2009-2010	47	44	54	145	192	100	92	36
2008-2009	46	40	49	135	185	93	92	34
2007-2008	48	41	41	130	171	90	81	29
2006-2007	45	41	38	124	168	87	81	28
2005-2006	48	43	40	131	155	89	66	27

*Includes visiting faculty and lecturers

**Includes Hispanic, Black non-Hispanic, Asian or Pacific Islander (and excludes foreign)

The trend in increasing the number of women and minority full-time faculty is apparent in the table above. From fall 2005 to fall 2012, tenured or tenure track faculty grew 9.9%, total full-time faculty grew by 25.8% (reflecting a greater increase in visiting or lecturer positions relative to tenured or tenure-track faculty), the number of female full-time faculty grew by 34.8%, the number of male full-time faculty grew by 19.1%, and the number of minority full-time faculty grew by 48.1%. Student enrollment grew 15.9% by headcount (from 4200 to 4868).

In addition, the table below provides further depth to the data, with breakdown by rank for tenured or tenure-track faculty. As already seen above, the growth in tenured or tenure-track faculty has been smaller than the overall growth in full-time faculty.

Tenured or Tenure-track Faculty by Rank, Gender and Ethnicity

Academic Year	Professor		Associate Professor		Assistant Professor		Total men	Total women	Total minority*	Total faculty
	Men	Women	Men	Women	Men	Women				
2013-2014	34	11	26	29	22	14	82	54	33	136
2012-2013	35	11	22	25	27	24	84	60	35	144
2011-2012	36	13	20	22	27	31	83	66	34	149
2010-2011	34	14	16	23	27	32	77	69	31	146
2009-2010	33	14	21	23	26	28	80	65	30	145

*In 2012-2013 and 2010-2011, includes Asian, Black or African American, Hispanic, multi ethnicity, and Native Hawaiian or other (and excludes nonresident alien)

In 2011-2012, includes Asian, Black or African American, Hispanic, multi ethnicity, and Native Hawaiian or other

In 2009-2010, includes Black, Oriental, Asian, Hispanic (and excludes foreign)

Board of Governors of the Colorado State University System
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MATTERS FOR ACTION:

Approval of Faculty Activity Report

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Faculty Report presented by Colorado State University-Global Campus

EXPLANATION:

Presented by Dr. Jon Bellum, Provost & Senior Vice-President, CSU-Global Campus

Colorado State University-Global Campus has a well-defined process for recruiting, training, monitoring, and evaluating faculty. The following report describes the process and includes the results of the 2014 faculty evaluations and an overview of faculty characteristics.

Faculty Activity Report

Candidate and Credential Screening

- Minimum of 18 hours of graduate credit hours in area of specialty
- Only candidates with terminal degrees may teach graduate level courses
- Additional criteria for programs under specialized accreditation
- Manager of Faculty Recruitment and Dean of appropriate school work together to properly credential faculty

Training

- Initial application and training process
 - Application screening and interview
 - FCC Instructor Training Course
 - Mentored/supervised teaching of first online course
- Continuous faculty training
 - Annual peer mentoring and process
 - Additional FCC in Adult Education, Technology, APA, International Students, Grading and Assessment
 - Monthly faculty meetings

Compensation

- Teaching Assignments: Varies (based on # of students) up to \$2,200 per course Master Degree; \$2,400 per course with Terminal Degree (\$2,500 for courses with required video conferences)
- Content Development and Course Editing; Varies up to \$3,400 for new course
- Non-Instructional Service: Varies based on type and amount of work

Non-Instruction Opportunities

- Faculty training courses
- Peer Mentoring (As needed)
- Course Development
- Course Review and Editing
- Committee Leadership and Participation
- Data Analysis for Process Improvement
- Department Input for Content and Process Improvement (e.g. students services and resources, career center, surveys, etc.)
- Work that needs 360 input, strategy development, and faculty-related matters
- Professional development funding

Performance Evaluations

- Weekly course checking for compliance to faculty requirements and expectations
 - Monitored through the Faculty Management System (FMS)
- Annual performance evaluation
 - Peer mentoring (annual)
 - Discussion facilitation
 - Grading and feedback
 - Other teaching and administrative duties
- Annual Faculty Satisfaction Survey
 - 91% feel supported by their Program Coordinator
 - 95% feel supported by the CSU-Global faculty development team

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- 98% stated that they are teaching courses for which they are academically qualified to teach
- 97% believe that course content aligns with course outcomes

Faculty Overview

CSU-Global uses all adjunct faculty that are integrated into all areas of the campus including teaching, administration/leadership, programs and courses, organizational development, and student services

AY 2014	AY 2013
427 Established faculty	353 established faculty
15 % Management	17% Management
13 % Organizational Leadership	12% Organizational Leadership
4 % Teaching and Learning	6% Teaching and Learning
13 % General Studies	19% General Studies
4 % Applied Social Sciences	5% Applied Social Sciences
7 % Information Technology	8% Information Technology
1 % Public Management	2% Public Management
6 % Criminal Justice	5% Criminal Justice
4 % Communications	7% Communications
6 % Healthcare Management	7% Healthcare Management
9 % Accounting	9% Accounting
5 % Project Management	3% Project Management
1% Human Services	
2% Human Resource Management	
4% Marketing	
2% Finance	
2% Information Systems Management	
2% Emergency Management/Homeland Security	

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Faculty Work Load AY 2014			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	13,680	32	428
Applied Social Sciences	6,981	18	388
Business Management	12,768	37	345
Communications	4,719	16	295
Criminal Justice	4,848	18	269
Emergency Management	1,221	4	305
Finance	2,922	9	325
General Studies	24,319	96	253
Healthcare Management	9,236	22	420
Human Resources	2,095	8	262
Information Technology	12,633	32	395
International Management	417	2	209
Management	11,596	32	362
Marketing	6,546	15	436
Operations	2,115	6	353
Organizational Leadership	16,087	45	357
Project Management	3,687	11	335
Public Management	2,163	5	443
Teaching and Learning	4,695	19	247
Total	142,728	427	334

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Faculty Work Load AY 2013			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	9,024	33	273
Applied Social Sciences	8,268	19	435
Communications	5,703	24	238
Criminal Justice	4,080	17	240
General Studies	16,999	67	254
Healthcare Management	4,845	24	202
Information Technology	8,754	28	313
Management	22,286	59	378
Organizational Leadership	16,087	45	357
Project Management	3,687	11	335
Public Management	2,163	5	433
Teaching and Learning	4,695	19	247
Total	105,804	353	300

Faculty Demographics - Faculty EEO Report June 2014			
Ethnicity	Gender – Male	Gender— Female	Overall %
Latino/Hispanic	13	7	5.0 %
Asian	12	3	3.7 %
American Indian/Native Alaskan	3	1	1 %
Black or African American	25	22	11.8%
Hawaiian/Other Pacific Islander	1	0	.3%
Two or more raced	4	3	1.8%
Unknown	12	7	4.8%
White	141	144	71.6%
Total Adjunct Faculty	210	187	398

* Current minority percentage without including unknown category is 23.6%

Section 7 Consent Agenda

A. Colorado State University System

- Minutes of the June 18-20, 2014 Board of Governors Retreat
- Minutes of the June 20, 2014 Board of Governors Meeting
- Approval of Degree Candidates for Academic Year 2014-15 for CSU, CSU-Pueblo and CSU-Global Campus

B. Colorado State University

- Posthumous Degree
- Academic Year 2014-15 Program Review Schedule
- Faculty Manual Change – Appendix 1
- Faculty Manual Change – Appendix 3
- Faculty Manual Change – Sections B.2.6.2 and B.2.6.5
- Faculty Manual Change – Section C.2.1
- Faculty Manual Change – Section D.2.1, D.5.3 and D.7
- Faculty Manual Change – Section F
- Faculty Manual Change – Sections G.1, G.4, and G.5

C. Colorado State University-Pueblo

- Academic Year 2014-15 Program Review Schedule

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS RETREAT
CSU Pingree Park Campus
June 18-20, 2014**

ROLL

Governors present: Dorothy Horrell, Chair; Dennis Flores, Treasurer; Scott Johnson, Secretary; Mark Gustafson; Demitri “Rico” Munn; Jane Robbe Rhodes; Nancy Tuor; Joseph Zimlich; Alexandra Bernasek, Faculty Representative, CSU; Samantha Guinn, Student Representative, CSU; Brad Schiffelbein, Student Representative, CSU-Global Campus; Timothy Zercher, Student Representative, CSU-Pueblo; Michael Mincic, Faculty Representative, CSU-Pueblo.

Administrators present: Michael Martin, Chancellor, CSU System; Tony Frank, President, CSU; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Allison Horn, Director of Internal Auditing, CSU System; Michael Nosler, General Counsel; Rich Schweigert, Chief Financial Officer, CSU System.

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors.

Guests present: Kyle Henley, Director, Denver Public Relations, CSU; Thomas Meredith, Facilitator, Association of Governing Boards.

JUNE 18, 2014

Following a 6:30 p.m. dinner, Chair Horrell convened the retreat for an informal session with Board members sharing why they agreed to serve on the Board. Dr. Meredith then provided an overview of the agenda and facilitated creating a list of priorities and issues for the Board to begin its work the next day. The evening’s activities adjourned at approximately 8:30 p.m.

JUNE 19, 2014

Chair Horrell convened the retreat at 8:31 a.m. and reviewed the day’s agenda. She then turned the meeting over to Dr. Meredith.

GOVERNANCE

Role and Responsibilities of the Board: Dr. Meredith commented on the responsibility of the board to set policies and on the trust placed on the board by the state and legislators, students and parents, and the local communities. He describes ways boards can be mediocre and outlined the role of governing boards. Dr. Meredith noted that, while the board should listen, the board is a body corporate and only the full board can act. He reviewed the hallmarks of effective boards and the essential responsibilities of governing boards including fiduciary responsibility; accountability for quality; definition of the educational mission; and oversight of the public trust.

The board recessed for a break at 9:42 a.m. and reconvened at 9:55 a.m.

Dr. Meredith outlined responsibilities of individual board members and shared ways to be a great board member with the motto of “students first”. He then asked for input on personal commitments. Dr. Meredith stressed the importance of communication, trust and strong relationships, and advised the board to first seek to understand, and then to be understood.

Expectations: Dr. Meredith asked the board to provide expectations of the Chancellor and then provided additional information from other institutions. The campus Presidents were asked to provide their expectations of the Chancellor. The Chancellor and the Presidents were then asked to share their expectations for the Board.

The suggestion was made that the Presidents reach out to board members as a resource and the responsibility of the individual members to bring issues to the full board. The Chancellor and Presidents are responsible for keeping the board informed on current issues, but also potential issues such as upcoming legislation. The General Counsel should be included in any communications wherein legal advice may be sought. There was discussion on the role of the chair to provide direction and differentiate issues for the entire board, and agenda items vs. issues of interest to particular individual board members. The recommendation was made to keep the chair informed and included in communications.

At 11:22 staff, except for the Chancellor and General Counsel in the role of Executive Secretary, was dismissed for the next session. The board discussed with the expectations identified for the Chancellor to assure that both sides of the equation were being met. The Board then recessed for lunch and the retreat was reconvened at 1:12 p.m.

COMMITTEES AND MEETING STRUCTURE

Dr. Meredith explained the next segment of the retreat would address committees and meeting structure. Board members shared how committees currently meet on one day with a redundancy the next day with committee reports with the action items approved. There was discussion on the work, the role and structure of the committees; how to address the larger issues facing higher education with more time for discussion; and logistical challenges with concurrent committee meetings.

Chair Horrell suggested committees of the whole with appointments of committee chairs and vice chairs who will direct the agendas of their respective committees. Each voting member could be assigned a committee leadership responsibility based on preference. The non-voting members would be members of each of committee with the exception of the Evaluation Committee that is composed of the voting members. The Board chair and staff will provide assistance in identifying the bigger issue topics. The suggestion was made to use the strategic plan to assist in identifying relevant topics.

The committees could be convened mid-morning on the first day as part of the regular board meeting with actions to be taken at that time. The public notice would reflect this change in procedure. Faculty and staff representatives would be allotted time to bring to the Board’s attention any significant matters in lieu of recapping the written reports. The campus Presidents would be allotted time as necessary to also bring forth matters not contained within their written reports. Time would be allotted on the second day of the meetings for more substantive discussions.

There was general concurrence with this approach and a willingness to try it for a few meetings and make adjustments as needed. Due to the commitment of a half day in August for the work of the Evaluation Committee, the new structure will be more fully implemented with the October meeting.

FIVE-YEAR OUTLOOK

Dr. Meredith asked each of the Presidents to provide an overview of the five-year outlook for their respective campuses.

CSU-Pueblo: President Di Mare reported a more in-depth presentation on the CSU-Pueblo five-year plan would be provided the next day during the Board meeting. She provided an overview of academics through developing the partnerships with CSU-Global Campus and collaboration with other institutions; developing new degree programs including additional 2+2 programs and more online programs; and identification and further development of signature programs such as Mass Communications. CSU-Pueblo will need to continue to right-size for the future by analyzing upcoming retirements and determining whether positions need to be filled. The institution will need to be creative in generating revenues. The strategic plan has been developed and includes metrics on recruitment, retention and graduation which align with the CCHE performance plan. Athletics will continue to be an important dimension.

Risk assessments on auxiliaries will continue to be important; ways to fill the residence halls need to be explored; and the issue of the continuing decline of the Belmont Hall infrastructure will need to be addressed. The renovation of the Occhiato University Center should be completed in three years; the soccer and lacrosse fields are almost completed; and the general academic building should be finished by the end of next year.

Enrollment is projected to not exceed 5,000 by 2018 and retention rates are projected at 70%. Graduation rates for the past six years are at 34% and will need to improve. Hispanic FTE enrollment is currently at 34% and expected to increase by 10% to 20%. Nonresident enrollments are also expected to grow. When asked about the former rodeo program, President Di Mare explained the program was a club sport, not a major, and the revitalization of the program can be explored as a potential revenue stream.

CSU-Global Campus: President Takeda-Tinker reported growth over the next five years should remain steady with an aggregate of 20,000 students; 1st to 3rd year retention is expected to continue at 80+%; and graduation rates should be about 70%. She commented on CSU-Global Campus' individualized approach to education to leverage technology and multiple options, including online and hybrid, for nontraditional students. CSU-Global Campus will move to Schoology in the fall that will provide students multiple pathways for courses, assignments, and degree completion for life-long learning. Through the Academy of Education Innovation, CSU-Global Campus will provide industry leadership and potentially fund small, innovative projects and research.

President Takeda-Tinker explained the concept of a new technology transfer entity. Next steps would be to continue the due diligence and work with General Counsel to hire outside legal expertise to develop a proposal to bring to the Board. The Board expressed support for President Takeda-Tinker moving forward with developing the research to develop a prospectus for possible presentation at the August meeting.

CSU: President Frank explained the CSU 2020 model that allows assumptions to be set and financial stress tests run with specific parameters. He reviewed the outcomes of a model run on the assumption of state funding remaining steady over the next five years. Philanthropy is expected to remain strong; enrollment trends indicate headcount at over 35,000 with tuition maintaining the current market position; and financial aid should increase.

Faculty salaries should remain in the 92-98% peer average range and student-faculty ratios should keep pace. Bonded debt capacity, if the financial model holds, should allow enough growth to construct academic buildings. Retention and graduation rates should increase, and the institution is well-positioned

relative to extension and international programs. Progress should be realized in research; there will be technological changes to assist with higher order learning skills; IT systems are sound; and there will be changes due to routine turnover within the leadership team.

Challenges for the future, in addition to state funding, include pressure on federal R&D funding and on independently funded research grants with larger collaborations on bigger projects, and aggressive growth at the bigger institutions. Continued efforts towards attainment of AAU status could create difficult decisions and there is uncertainty of the future of athletics with changes occurring in the NCAA. When asked about the impact of the growth of the larger institutions and market niche, President Frank responded that CSU can promote the advantages of attending a school of its size by maintaining the value proposition and reputation; to continue to have a good physical plant and solid fiscal foundation; and to effectively serve Colorado and market to nonresident populations.

When asked about requirements for freshmen to stay in dormitories at CSU-Pueblo, President Di Mare explained the 50 mile radius and the requirement for all athletes for one year. There was discussion on the impact of the expansion of the larger institutions, particularly on four-year comprehensive regional schools, the impact on local communities, and potential shifts in state funding. There are advantages and differentiators for CSU-Pueblo from other regional universities as part of a land grant system with potential pathways to its sister institutions.

Chancellor Martin explained that his role and the role of the System are to add value to the aspirations and directions of the campuses. He commented on the changing world of higher education nationally with stress from many directions and the challenges of setting strategies with the potential success dependent upon factors beyond the control of the System.

Chancellor Martin commented on how the CSU System can be the system with the capital “S” that can fundamentally transform the higher education system with a small “s” in the state of Colorado through innovations and collaborations. The CSU System will continue to assist CSU-Pueblo in becoming fiscally sustainable with an excellence-driven student success-oriented path with new forms of revenue and new methods to control costs. With an increasing online market, efforts will be made to ensure CSU-Global Campus continues to be innovating in terms of breadth and profit line.

Chancellor Martin explained why he believed there should be a continued commitment for CSU to achieve AAU status with investments on the campus and through connections among colleagues. He commented on changes occurring with the NCAA landscape and accreditation, particularly in accountability.

Dr. Meredith explained the retreat would conclude the next morning by examining the issues identified by the Board and identifying a work plan for the coming year. The retreat adjourned for the day at 4:00 p.m.

JUNE 20, 2014

Chair Horrell convened the retreat at 8:30 a.m., recapped the previous day’s activities, and reviewed the day’s agenda. She asked voting members to provide their preferences for committees. The new committee structure will then be finalized for the August meeting.

Dr. Meredith reviewed highlights from the *Chronicle of Higher Education* from a 2014 survey on what college presidents think about the changes in American higher education including a high percentage of college presidents think American higher education is either the best or among the best in the world; more than half believed public universities are an excellent or very good value for the money; and two-thirds believe higher education is headed in the right direction.

Dr. Meredith recounted the issues cited during the pre-retreat telephone conversations and asked for feedback on additional issues. Following discussion on campus vs. system strategic plans, and the relationship of the strategic plans with the CCHE performance contract, Dr. Meredith recommended that the strategic plan be revisited annually to affirm the goals for the next year and to address the larger, long-term issues. In addition to the strategic plan, another major area of focus identified is succession planning. The Board worked with Dr. Meredith to align the issues identified within the four major priorities of the System strategic plan and to the work of the committees or the Board as a whole as follows:

- *Ensure Student Success*: issues for the Academic and Student Affairs Committee include tuition, access, retention, athletics, demographics/diversity.
- *Expand Statewide Services*: issues for the entire Board include advocacy, Denver South Initiative
- *Create Financial Sustainability*: issues for the Finance Committee include CSU-Pueblo finances, utilization of the CSU-Global Campus resources, tuition, funding.
- *Transform Colorado's Future*: issues for the entire Board include CSU-Global Campus' new tech-transfer initiative, demographics.

Chair Horrell remarked that the Board now had a basic framework for a work plan for regular reports and the work of the committees. She thanked the Board and Dr. Meredith for their work. The retreat concluded at 9:58 a.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING
CSU Pingree Park Campus
June 20, 2014**

CALL TO ORDER

Chair Dorothy Horrell called the meeting to order at 10:01 a.m.

ROLL

Governors present: Dorothy Horrell, Chair; Dennis Flores, Treasurer; Scott Johnson, Secretary; Mark Gustafson; Demitri “Rico” Munn; Jane Robbe Rhodes; Nancy Tuor; Joseph Zimlich; Alexandra Bernasek, Faculty Representative, CSU; Samantha Guinn, Student Representative, CSU; Brad Schiffelbein, Student Representative, CSU-Global Campus; Timothy Zercher, Student Representative, CSU-Pueblo; Michael Mincic, Faculty Representative, CSU-Pueblo.

Administrators present: Michael Martin, Chancellor, CSU System; Tony Frank, President, CSU; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Allison Horn, Director of Internal Auditing, CSU System; Michael Nosler, General Counsel; Rich Schweigert, Chief Financial Officer, CSU System.

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors.

Guests present: Kyle Henley, Director, Denver Public Relations, CSU; Thomas Meredith, Facilitator, Association of Governing Boards; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo.

Chair Horrell convened the meeting and asked General Counsel Nosler to administer the oath of office for the new nonvoting members: Samantha Guinn, Student Representative, CSU; Michael Mincic, Faculty Representative, CSU-Pueblo; and Timothy Zercher, Student Representative, CSU-Pueblo. General Counsel Nosler then asked the Board members to contact him with any changes to their conflict of interest disclosure statements.

PUBLIC COMMENT

Chair Horrell noted there was no one signed up for public comment.

BOARD CHAIR’S AGENDA

Chair Horrell thanked the Board members who were involved in the campus commencement activities and noted there was nice representation at all three campuses. She reported she participated in the community tour of Northeast Colorado with Chancellor Martin, President Frank and other CSU representatives to talk with county commissioners and other elected officials, alumni, donors and extension agents. The tour will continue the following week on the Western Slope.

Chair Horrell explained the meeting calendars for FY 2014-15 and FY 2015-16 included in the meeting book required approval. **Motion/Action:** Governor Johnson made the motion; Governor Tour seconded; and the motion was carried unanimously.

EXECUTIVE SESSION

Chair Horrell indicated the next agenda item was the executive session. General Counsel Nosler read the meeting into executive session for the purposes as set forth in the public notice. **Motion/Action:** Governor Gustafson made the motion to convene in executive session; Governor Johnson seconded; and the motion passed unanimously. The meeting convened in executive session at 10:14 a.m. and reconvened in the open public meeting at 10:47 a.m.

AUDIT AND FINANCE COMMITTEE

Chair Horrell explained the Audit and Finance Committee would meet as a committee of the whole to consider the Fiscal Year 2014-15 budget for CSU-Pueblo and the CSU System office. She asked Committee Chair Flores to chair the meeting.

Committee Chair Flores confirmed there were no audit items to be brought before the committee and a report would be presented at the August meeting. He asked Rich Schweigert, Chief Financial Officer for the CSU System, to present the budget resolution.

Mr. Schweigert explained the CSU System budget is a continuation budget that contains salary increases for staff and no new additional staff. The budget is made up of the Chancellor's Office, Internal Auditing, the Office of General Counsel, and the Board of Governors Office.

Mr. Schweigert noted the positive direction that has occurred under the leadership of Karl Spiecker, Vice President of Finance and Administration, CSU-Pueblo, and pointed out the report by President Di Mare included in the meeting book on efforts implemented to control expenses. He asked President Di Mare and Mr. Spiecker to present the CSU-Pueblo FY 2014-15 E&G budget.

President Di Mare reviewed the CSU-Pueblo five-year plan on the enrollment assumptions; enrollment projections; new enrollment building initiatives including aggressive efforts through the partnership with Royall; efforts to leverage the partnerships with CSU-Global Campus; and projected retention rates. She explained timelines and projected enrollment growth for new graduate programs over the next five years and noted revenue would need to be generated to allow for these investments.

President Di Mare and Mr. Spiecker outlined potential savings through retirements and turnover based on baseline salaries and historical turnover rates. Potential scenarios were developed to be used as a management tool and each vacancy will be evaluated as efforts continue to right-size the university.

President Di Mare commented on challenges for auxiliary housing services with aging facilities. Mr. Spiecker explained the long-term challenges with meeting bond payments with current capacity and utilization of the residence halls. President Di Mare noted the future of Belmont Hall will eventually need to be addressed. Proactive measures are being developed to increase the number of students in the residence halls. Bond payment projections on the Occhiato University Center and the Recreational Center were provided.

Mr. Spiecker explained the FY 2014-15 E&G budget was conservative and based on the assumption of a 2.6% decline in enrollment and an anticipated net \$1.9 million reduction in revenue. The budget proposes the following tuition increases: 6% for resident and nonresident undergraduate; 6% for undergraduate

differential; and 6% resident and nonresident graduate. The increases for graduate differentials are higher and not subject to the 6% increase pursuant to SB 001. The budget anticipates \$1.3 million of new support from the Governor's \$100 million higher education initiative and there is a \$1 million base adjustment for COF and fee for service funding.

Mr. Spiecker reviewed the new expenses that include mandatory salary increases for state classified employees, PERA increases, and increased health insurance costs. There is a net expected shortfall for FY 2014-15 of \$820,000 and the potential for a positive balance the following fiscal year. President Takeda-Tinker commented on potential revenues over the next three years through the partnership between CSU-Pueblo and CSU-Global Campus.

When asked about the \$1 million adjustment in COF and fee for service funds, Lynn Johnson, Associate Vice President for Finance, CSU, explained the history of the funding model, the process to set the FTEs in the spring with the allocation then based on the fall census, and the resulting difference in closing out the FY 2014-15 budget planning. Discussions will be held to re-examine the funding model for the future.

When asked about the \$600,000 in reductions for the coming year, Mr. Spiecker explained the savings through reductions of one-time expenses and the 2% reduction in operating lines, except for instruction, that occurred in the current year. He explained how the indirect recovery cost formula had not been examined in several years and the realization that not enough fee revenue was being collected to cover certain portions of auxiliary operations. There is 9.7% increase in fees being requested as part of the FY 2014-15 budget to offset the cost of athletics and appropriate overhead expenses.

Discussion followed on the categorization of the \$500,000 for the faculty buyouts and the \$820,000 for the deficit for the upcoming year as a loan that could be potentially forgivable or repaid through the partnership with CSU-Global; any potential implications with the upcoming HLC accreditations; and the need for future discussion on System reserves and funds generated through CSU-Global.

Motion/Action: Governor Tuor made the motion to amend the FY 2014-15 budget resolution as follows: The deficit of (\$820,713) as reflected in the CSU-Pueblo E&G Budget materials submitted this date, plus the previously approved advance of \$500,000 to fund the CSU-Pueblo faculty buyouts, shall constitute a loan to CSU-Pueblo from the CSUS reserves in the aggregate amount of \$1,320,713. The terms of the loan will be presented by the staff to the Board at its August meeting. Governor Robbe Rhodes seconded and the motion was unanimously passed.

The meeting was recessed for a break at 12:18 p.m. and reconvened at 12:28 p.m.

RESOLUTIONS AND CONSENT AGENDA

General Counsel Nosler read the matter for action to approve the acceptance of gifts and the naming in recognition of gifts relating to the Atrium in the renovated Animal Sciences Building in the College of Agricultural Sciences as discussed in Executive Session. **Motion/Action:** Governor Gustafson made the motion; Governor Zimlich seconded; and the motion carried unanimously.

General Counsel Nosler read the matter for action to approve the establishment of the Colorado State University Other Post-Employment Benefits Trust and the documents attached. **Motion/Action:** Governor Tuor made the motion; Governor Flores seconded; and the motion passed unanimously.

General Counsel read the matter for action to approve the FY2014-2015 E&G operating budget and incremental increases and expenditures along with approval of all tuition, tuition differentials, fees, fee policies and manuals, room and board, dining, and other rates and charges for Colorado State

University-Pueblo, and approval of the CSU System Office budget. Also approval of the 2-year cash funded capital construction list for CSU and State funded Capital construction list for CSU-Pueblo. This matter for action was amended during the Finance Committee and such amendment will be reflected in the minutes. **Motion/Action:** Governor Robbe Rhodes moved to approve the amended resolution. Governor Johnson seconded and the motion was unanimously carried.

General Counsel Nosler indicated the final matter for action was approval of the Consent Agenda. Chair Horrell noted the items to be approved consist of the minutes from the May 8 and 9, 2014, meetings. **Motion/Action:** Governor Schiffelbein moved; Governor Zimlich seconded; and the motion passed unanimously.

CHANCELLOR'S REPORT

Chancellor Martin reported he, Rich Schweigert and campus staff, in collaboration with other committees and the CCHE, will be working during the summer on the implementation of HB 1319. Mr. Schweigert explained the provisions of HB 1319 for a new performance funding model with both mandatory requirements and subjective parameters. The general plan is for the CCHE to present the legislature with a model by December 5th.

Chancellor Martin reported on a visit to explore joint ventures between the CSU College of Agriculture and the Navajo Nation. Additionally efforts are being explored with each of the four land grant institutions in the states that are part of the Navajo Nation to create a 2+2 program with Diné, the Navajo national college. The program would create AA degrees in agricultural and natural resources through assistance from CSU-Global Campus with agreement by the institutions on the curriculum and transfer credits.

Chancellor Martin reported the CSU System Office is exploring the possibility of relocating the System office in Denver and the Board will be kept apprised as discussions move forward.

LAND GRANT SYSTEM TASK FORCE

Chair Horrell recounted how two task forces were launched at the February meeting. The Efficiencies Task Force that was created to explore efficiencies across the CSU System provided a preliminary report at the May meeting and continues its work under the leadership of Mr. Spiecker. The Land Grant Task Force was created to capitalize on the CSU System as the state's land grant system.

President Frank reported that a committee has been created and is primarily focused on the concept of regional engagement centers. He recounted how originally CSU considered creating engagement centers in each of the state's three regions and one center in Sterling was created and partially funded. Building upon that experience, the task force under the direction of Dr. Ajay Menon, Dean of the CSU College of Business, is exploring creating a second regional engagement center, now referred to as E-Centers, in the Pueblo area to assist with community planning and development. A more complete report will be provided at the August meeting.

Chancellor Martin reported that \$50,000 contained within the System's budget will be utilized for a joint venture with the CSU Engagement Office to create a Rio Grande River Corridor Compact as an outreach engagement from the headwaters in Colorado to El Paso. The outreach programs will draw in activities in the Pueblo area. Several universities have expressed interest in working together culturally, economically and socially on the engagement project. Chancellor Martin reminded the Board that this is the 100th anniversary of CSU's Extension Service.

BOARD MEETING EVALUATION

Feedback on the meeting included appreciation for the new direction and format for future meetings, and appreciation for the work of President Di Mare and Mr. Spiecker with the positive direction for CSU-Pueblo. More information on the new committee structure will be provided at the August meeting.

Chair Horrell expressed the Board's appreciation to the Pingree staff for hosting the retreat. She thanked the Board members for their commitment and attendance at the retreat and the System staff.

With no further business to conduct, the meeting was adjourned at 12:58 p.m.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates for Academic Year 2014-15

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at Colorado State University, Colorado State University – Pueblo, and Colorado State University – Global Campus at the end of the each cohort during the Academic Year 2014-15.

EXPLANATION:

Presented by Michael D. Nosler, General Counsel, and Dr. Rick Miranda, Chief Academic Officer, CSU System

Based on degree requirements established by their respective Faculties, and audited by their Registrars, each CSU System institution grants degrees periodically upon student completion of the various degree programs offered by the institutions. Pursuant to CRS 23-30-119 and in accordance with Policy 314, upon recommendation of the Academic Affairs Committee the Board approves all degree candidates for the institutions it governs at least annually.

Approval of Degree Candidates
Academic Year 2014-15

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

CSU: Posthumous Degree Candidate

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the presented candidate to receive a B.A. degree for her major in Communication Studies posthumously. The posthumous degree is to be conferred in conjunction with the December 2014 commencement ceremonies.

EXPLANATION:

Presented by Tony Frank, President

In May 2005, the Board of Governors approved the policy stating that “In exceptional circumstances, the Board may award degrees posthumously. Recommendations for such an award will only be considered when the student had completed nearly all of the requirements for his or her degree before dying, and when the student’s academic record clearly indicates that the degree would have been successfully completed had death not intervened. Nominations for posthumous awards of degree will be initiated by the student’s department and approved internally by the relevant college dean and the Provost. The posthumous nature of the recommended degree award shall be made explicit when the recommendation is forwarded to the Board. The Provost’s office shall be responsible for presenting the degree to appropriate survivors”.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2014-2015 program review schedule.

EXPLANATION:

Presented by Tony Frank, President

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a program review at least once every six years. The following academic program review schedule for the academic year 2014-2015 is submitted for your approval:

College of Health and Human Sciences
Design and Merchandising

College of Natural Sciences
Biochemistry and Molecular Biology
Mathematics

College of Veterinary Medicine and Biomedical Sciences
Biomedical Sciences
Clinical Sciences
Environmental and Radiological Health Sciences
Microbiology, Immunology and Pathology
Professional Veterinary Medicine

Interdepartment – Graduate Programs
Cell and Molecular Biology
Graduate Degree Program in Ecology (Special Academic Unit)

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions:
Appendix 1 – Sexual Harassment Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Appendix 1 – Sexual Harassment Policy

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Appendix 1 – Sexual Harassment Policy are requested to bring CSU into compliance with Federal changes in discrimination and harassment policies. Individuals from various CSU offices collaborated to write this policy including the Office of Policy and Compliance, Human Resource Services, Office of Equal Opportunity, Vice President for University Operations, CSU System Office of the General Counsel, President's Commission on Women and Gender Advocacy, Office of the Vice President for Student Affairs, Dean of Students, Office of Conflict Resolution and Student Conduct Services, and Special Advisor for Support and Safety Assessment/Deputy Title IX Coordinator.

This is a complete rewrite of Appendix 1. The original Appendix 1 is on pages 13-20.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions:
Appendix 3 – Family Medical Leave Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Appendix 3 – Family Medical Leave Policy

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Appendix 3 are requested because changes at the federal level and CSU's integration of Federal policy with CSU policy resulted in these changes drafted largely by CSU Human Resource Service Center and the Office of Policy and Compliance. These changes will bring the Leave Policy up-to-date with current federal regulations.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions: Section B.2.6.2 – Procedures for Approval of CIOUSUs and Section B.2.6.5 – Procedures for Periodic Evaluation of CIOUSUs

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section B.2.6.2 – Procedures for approval of CIOUSUs and Section B.2.6.5 – Procedures for Periodic Evaluation of CIOUSUs

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section B.2.6.2 and Section B.2.6.5 are requested in response to a CSU System Internal Audit of “Centers, Institutes, and Other Special Units”. The scope of the audit was to:

- Determine if controls for identifying CIOUSUs are adequate
- Determine if controls for overseeing CIOUSUs are adequate
- Determine if CIOUSUs are in compliance with university policies and procedures.

These revisions effectively address the audit recommendations.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions: Section C.2.1 – Faculty Council

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.1 Faculty Council

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section C.2.1 are requested to:

- Change the name of the current Faculty Council “Standing Committee” to “Regular Standing Committee”, but change nothing in composition or function of these Standing Committees,
- Change the name of the current “Advisory Committee” to “Specialized Standing Committee”,
- Give the Specialized Standing Committee a vote in Faculty Council exercised by making the Chair of the Specialized Standing Committee or a designated substitute an *ex officio voting* member of Faculty Council,
- Alter the language in the Manual regarding “Advisory Committee” accordingly.

The language in the Manual regarding Advisory Committee and the experience of two years shows that Advisory Committees operate exactly in the same way as a Standing Committee with two exceptions: (1) the membership of an Advisory Committee includes Regular and Non-Tenure Track Faculty selected in a specialized procedure; and (2) Standing Committees may exercise a vote in Faculty Council through the Chairs of the Committees (or designated substitutes) serving as *ex officio voting* members of Faculty Council while Advisory Committees cannot do this.

Board of Governors of the Colorado State University System

Meeting Date: August 8, 2014

Consent Item

The proposed label “Specialized Standing Committee” provides a much more accurate and appropriate description of the responsibilities and functions of said committees than the current label “Advisory Committee”. Adopting the proposed label leads to considerable simplification of the language in the Manual regarding Faculty Council Committees. The proposed label is also more appropriate given that the Committee on Non-Tenure Track Faculty, which is the only Advisory Committee at present, is operating on a permanent basis with a regular election procedure that is carried out by the Committee on Faculty Governance.

This revision gives the Chair of a Specialized Standing Committee (or a designated substitute) a vote in Faculty Council because they serve as a representative of the Committee. The individual person is not given a vote and this proposal does not give non-tenure track faculty members voting rights in Faculty Council as individuals. This motion does not set a precedent of awarding voting rights in Faculty Council to non-tenure track faculty. Instead, it recognizes that Faculty Council interests, responsibilities, and operations can best be served in specialized cases by appointing Standing Committees with correspondingly specialized composition.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions: Section D.2.1 – Benefits Committee; Section D.5.3 – Appointments; and Section D.7 – Conditions of Employment

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section D.2.1 – Benefits Committee; Section D.5.3 – Appointments; and Section D.7 – Conditions of Employment.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section D.2.1 – Benefits Committee; Section D.5.3 – Appointments; and Section D.7 are by the Human Resource Service Center and the Policy and Compliance Office to address appointment definitions and conflict of interest as they relate to benefits.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions: Section F – Leave Policies

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section F – Leave Policies

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section F are requested because changes at the federal level and CSU's integration of Federal policy with CSU policy resulted in these changes drafted largely by the CSU Human Resource Services Center and the Office of Policy and Compliance.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

2013-14 Academic Faculty and Administrative Professional Manual Revisions: Section G.1 – Study Privileges; Section G.4 – Tuition Scholarship; Section G.5 - Benefits

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section G.1 – Study Privileges; Section G.4 – Tuition Scholarship; and Section G.5 - Benefits

EXPLANATION:

Presented by Tony Frank, President.

The proposed revisions for the 2013-2014 edition of the Colorado State University Academic Faculty and Administrative Professional Manual have been adopted by the Colorado State University Faculty Council. A brief explanation for the revisions follows:

The proposed revisions to the Academic Faculty and Administrative Professional Manual, Section G.1 – Study Privileges; Section G.4 – Tuition Scholarship; and Section G.5 - Benefits are requested to Expand and Clarify Privileges and Benefits. These changes are necessary changes provided by the Human Resource Service Center and the Office of Policy and Compliance.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2014
Consent Item

MATTERS FOR ACTION:

Approval of the Program Review Schedule for Colorado State University-Pueblo as approved by President Lesley Di Mare.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University-Pueblo academic programs to be reviewed in academic year 2014-15 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar is attached.

- Music (BA)
- Sociology (BA, BS)
- Foreign Language (Spanish BA)
- Accounting (BSBA)
- Business Management (BSBA)
- Economics (BSBA)
- Master in Business Administration (MBA; Including Joint BSBA/MBA)

EXPLANATION:

Presented by Carl N. Wright, Provost and Vice President for Academic Affairs.

The list above is in accordance with established review schedule 2014-2015 through

2019-2020. To date, none of the programs have submitted requests to the CSU-Pueblo Curriculum and Academic Programs (CAP) Board to delay their University program review to coincide with their disciplinary accreditation review. Should any delay requests be submitted, the CAP Board will respond to them in September and make recommendation to the president. We request that the Board delegate authority to President Lesley Di Mare to approve any 2014-2015 program review delays.

Program Review Calendar

2014-2015	CHASS:	Music (BA), Sociology (BA/BS), Foreign Language (Spanish BA)
	HSB:	Accounting (BSBA), Business Management (BSBA), Economics (BSBA), Masters in Business Administration (MBA; Including Joint BSBA/MBA)
2015-2016	CEEPS:	Nursing (BSN and MS), Athletic Training (BS)
	CHASS:	Mass Communications (BA/BS), History (MA)
	CSM:	Chemistry (MS), Biology (MS), Biochemistry (MS)
2016-2017	CEEPS:	Automotive Industry Management (BS), Liberal Studies (BS), Construction Management (BS)
	CSM:	Mathematics (BA/BS), Chemistry (BS), Biology (MS)
	CHASS:	Social Work (BSW)
2017-2018	CEEPS:	Exercise Science and Health Promotion (BS)
	CSM:	Chemistry (BS)
	CHASS:	Political Science (BA/BS), Social Science (BA/BS), English (BA)
	HSB:	Computer Information Systems (BS; Including Joint BS-CIS/MBA)
2018-2019	CEEPS:	Engineering (Mechatronics, BSE), Industrial Engineering (BSIE), Industrial & Systems Engineering (MS), Civil Engineering Technology (BSCET)
	CSM:	Biology (BS), Physics (BS), Biochemistry (BS)
	CHASS:	Art (BA/BFA), History (BA/BS), Psychology (BA/BS), English (MA)
2019-2020	CHASS:	Music (BA), Sociology (BA/BS), Foreign Languages (Spanish BA)
	HSB:	Accounting (BSBA), Business Management (BSBA), Economics (BSBA), Masters in Business Administration (MBA; Including Joint BSBA/MBA)

Abbreviations:

CEEPS: College of Education, Engineering and Professional Studies
CHASS: College of Humanities and Social Sciences
CSM: College of Science and Mathematics
HSB: Hasan School of Business

Section

8

Board Chair's Agenda

**2014
Excellence in Undergraduate
Teaching Award
August 8, 2014**



The Board of Governors and its institutions are committed to excellence in undergraduate teaching.

In 1993, to support this commitment, the Board established the

**Board of Governors
Excellence in Undergraduate
Teaching Awards.**

Awards are presented annually to a faculty member from Colorado State University, Colorado State University - Pueblo, and Colorado State University - Global Campus.

The Board believes,

***“Excellence in teaching
involves creating a process of inquiry that
stimulates the curiosity of students
and that helps them develop and probe ideas.
The teaching function increases motivation,
challenges students, and
channels inquiry.”***

Dr. Janet Heine Barnett
Colorado State University - Pueblo

Dr. Janet Barnett received a B.S. in Mathematics and Humanities from Colorado State University and a M.A. and Ph.D. in Mathematics at the University of Colorado in Boulder. Since 1990, she has been an exemplary instructor in Mathematics at the University of Southern Colorado/Colorado State University - Pueblo.

Dr. Barnett's passion and dedication is valued by students at all levels and she has had phenomenal success with her students. She knows how to engage students' enthusiasm to persevere and to learn challenging material. Students are eager to take another mathematics class from Dr. Barnett.

Comments from students include: “She makes the hard material easy to understand.” “She expects a lot from her students, but you really learn the material.” “She is so excited about the material, I can't help but get excited.” “This was a fantastic class; I love being challenged to think in new ways, and this course was an entire semester of “eureka!” moments.”

Dr. Barnett is an amazing instructor that incorporates her research and scholarship into every aspect of her teaching. She is a co-Principal Investigator on several National Science Foundation, Division of Undergraduate Education, grants focused on instruction and curriculum in advanced subjects in undergraduate mathematics. She recently submitted another curriculum-based proposal to the National Science Foundation.

Dr. Barnett is the leading faculty member in the Mathematics Dept. for developing and supervising the mathematical education curricula for future K-12 teachers. She leads the Noyse Scholarship Program that provides merit-based scholarships to students with an interest in teaching secondary mathematics. She also works with regional school districts, particularly the Pueblo City School District, to provide opportunities for middle and secondary school teachers to receive further instruction in mathematical content and pedagogical techniques. Her impact on present and future teachers and learners of mathematics in southeastern Colorado is substantial.

Dr. Barnett is well-respected by faculty, both within the Mathematics and Physics Department as well as across the campus, for her commitment and attention to detail. She is viewed as someone “who can be counted on to get things done.”

Dr. Barnett is a model professor who inspires greatness among her peers and students; therefore, she is an outstanding ambassador for the academy and Colorado State University-Pueblo.

Section

9

Executive Session

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Section

10

Faculty and Student Representative Reports

Board of Governors of the
Colorado State University System
August 2014 Meeting
CSU-Pueblo Faculty Report

COLORADO STATE UNIVERSITY-PUEBLO FACULTY REPORT

This report covers highlights since the June 2014 Board of Governors Retreat.

There have been no CSU-Pueblo Faculty Senate Meetings during the summer of 2014. This report outlines proposed upcoming events for the 2014/2015 Academic Calendar. The 2014/2015 faculty senate will host an Open Forum during the August 18, 2014 Colorado State University-Pueblo Convocation. The forum will be open to all CSU-Pueblo Faculty. The forum will discuss items for the senate to engage in during the upcoming academic year. The senate will use the August 20, 2014 retreat to analyze and prioritize the faculty presented items, continuing items and suggestions from the university administration to set the framework to the upcoming academic year. In addition to the new items the senate will address numerous items carried over from the previous year such as but not limited to the following list:

- Senior Lecturer Position
- The Academic Calendar
- Analysis and recommendations of the current university governance structure
-

The following is the proposed 2014/2015 Faculty Senate Calendar:

Colorado State University-Pueblo

AY 2014-15 Faculty Senate Schedule

Monday, August 18, 2014	1:00pm to 2:00pm (LARC 109)	Faculty Senate provide input to Senate 2014-15action agenda
Wednesday, August 20, 2014	1:00pm to 4:00pm (LARC 108)	Fall Retreat
Monday, September 8, 2014	3:00pm to 5:00pm (LARC 236)	Executive Committee Meeting
Monday September 22, 2014	3:00pm to 5:00pm (OUC - Aspen Leaf Room*)	Faculty Senate Meeting
Monday October 6, 2014	3:00pm to 5:00pm (LARC 236)	Executive Committee Meeting
Monday October 20, 2014	3:00pm to 5:00pm (OUC - Aspen Leaf Room)	Faculty Senate Meeting
Monday, November 3, 2014	3:00pm to 5:00pm (LARC 236)	Executive Committee Meeting
Monday November 17, 2014	3:00pm to 5:00pm (OUC - Aspen Leaf Room)	Faculty Senate Meeting
Monday December 8, 2014	3:00pm to 5:00pm (LARC 236)	Executive Committee Meeting

Monday January 19, 2015	3:00pm to 5:00pm (OUC - Aspen Leaf Room)	Faculty Senate Meeting
Monday February 2, 2015 Monday February 16, 2015	3:00pm to 5:00pm (LARC 236) 3:00pm to 5:00pm (OUC - Aspen Leaf Room)	Executive Committee Meeting Faculty Senate Meeting
Monday March 2, 2015 Monday March 16, 2015	3:00pm to 5:00pm (LARC 236) 3:00pm to 5:00pm (OUC - Aspen Leaf Room)	Executive Committee Meeting Faculty Senate Meeting
Monday April 6, 2015 Monday April 20, 2015	3:00pm to 5:00pm (LARC 236) 3:00pm to 5:00pm (OUC - Aspen Leaf Room)	Executive Committee Meeting 2014-2015 Faculty Senate (1 st hour) 2015-2016 Faculty Senate Meeting (2 nd hour)

Board of Governors of the Colorado State University System
Meeting Date: August 8, 2014
Report Item

MATTERS FOR ACTION:

Report Item. No action necessary.

EXPLANATION:

Presented by Robert Deemer, Faculty Representative from CSU-Global

Report to the Board of Governors that provides an overview of the faculty training and performance evaluation process.

Board of Governors of the Colorado State University System

Meeting Date: August 8, 2014

Report Item

CSU-Global continues to invest in faculty professional development and performance enhancement. The following report includes an overview of recent developments in the area of faculty training and performance enhancement.

Faculty Training

Faculty are paid an honorarium of \$100 for completing a professional development course with CSU-Global. Courses are offered every eight weeks.

Current Professional Development Courses

- FCC150 - Faculty Recertification (required of all faculty every 24 months)
- FCC200 - Assessing with Impact
- FCC250 - Working with Adult Learners
- FCC300 - Enhanced Instructional Technology
- FCC350 - The International Student
- FCC400 - APA in the Classroom
- FCC450 - Facilitating Discussions in an Online Classroom
- FCC500 - Recognizing, Reporting, and Helping Students Avoid Plagiarism

Over the past academic year, virtually all faculty have completed *FCC220 Assessing with Impact* and *FCC500 Recognizing, Reporting, and Helping Students Avoid Plagiarism*

Faculty Performance Enhancement

- The new faculty management system was rolled out for full operational use on July 1st for term Fall-B (Aug 4)
- Faculty features include
 - Individual log entries on each action faculty takes in showing availability, selection of courses, and agreement confirmation
 - Increased continuity ensuring faculty are assigned to their top course, consistently -- even when taking off a term or two
- Automates the workflow for the faculty credentialing process
- Reduces faculty scheduling time and increases accuracy -- schedules are produced in two days v. two weeks
- The FMS is extremely scalable with performance and curriculum development modules in the works.

**Report by the Faculty Representative from CSU – Fort Collins to the Board
of Governors**

August 7-8, 2014, Pueblo

1. Summary of action items from the May 6, 2014 Faculty Council Meeting.
 - a. Proposed Revisions to the *Manual*:
 - i. Section B.2.6.2 Procedures for Approval of CIOUSUs and Section B.2.6.5 Procedures for Periodic Evaluation of CIOUSUs.
The specific changes came from recommendations contained in the CSU System Audit of CIOUSUs in 2013-14. The motion passed.
 - ii. Section C.2.1 Faculty Council.
The experience with the Committee on Non-Tenure Track Faculty which was an “Advisory Committee” of Faculty Council led to a new classification of committees “Specialized Standing Committees” of FC. They are distinguished from Regular Standing Committees because their membership can include non-tenure track faculty members. In addition to the name change the Chairs of Specialized Standing Committees are now *ex officio* voting members of FC. The motion passed.
 - iii. Section D.2.1 Benefits Committee, Section D.5.3 Appointments of Administrative Professionals, and Section D.7 Conditions of Employment.
The changes involve new appointment definitions and specifying conflicts of interest in relation to benefits. The changes were brought forward by HR and the Office of Policy and Compliance. The motion passed.
 - iv. Appendix 3 Family Medical Leave Policy
Changes were brought forward by HR and the Office of Policy and Compliance to bring us into compliance with new Federal regulations. The motion passed.
 - v. Section E.2.1.5 Temporary Appointments
Changes also brought forward by HR and Office of Policy and Compliance. The main change is a requirement that Temporary faculty contribute to a retirement account. There was a lot of discussion of this change and how it might impact people who are already earning very little. Representatives from HR and OPC were asked what prompted this change and they were unable to provide an answer. It was moved and seconded to return this issue to CORSAF for further investigation. That motion passed and the matter will be reconsidered by CORSAF before being brought back to FC.
 - vi. Section G.1 Study Privileges, G.4 Tuition Scholarship and G.5 Benefits.
Changes involved clarification of privileges and benefits. Changes were brought forward by HR and OPC. The motion passed.
 - vii. Section F Leave Policies Changes at the Federal level needed to be incorporated in CSU’s policies on leave. There is a new category of leave: F.3.16 Parental Leave and Catastrophic Circumstances

- Leave. Changes were brought forward by HR and OPC. The motion passed.
- viii. Appendix I – Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation.
Changes in Federal law necessitated a comprehensive rewriting of this appendix. The rewriting was a collaborative effort between CORSAF, Office of General Counsel, HR, OEO and OPC. The motion passed.
- ix. Section K Resolution of Disputes.
The University Grievance Officer (UGO) proposed changes to this section to clarify grievance procedures. Those changes were discussed by a working group that included the UGO, the Provost, lawyers from OGC, the Chair of FC, and the Chair of CORSAF. Changes approved by the working group were not accepted by CORSAF. This was a long process and FC executive committee decided to bring the CORSAF proposal to the FC membership despite the fact that it did not have the support of OGC or the Provost. There was a sense that progress had stalled. There was a significant discussion of the proposal and the four issues of concern raised by the Provost (see the minutes for the May 6 FC meeting for the details). After the discussion the question was called and the motion passed.
- b. Miscellaneous other action items.
- i. Revision to Section 2.1 *General Catalog*. Change in the policy for undergraduate certificates to ensure credibility of all certificates granted by CSU.
 - ii. Revision to Section E.6 *Graduate and Professional Bulletin*. Change in the policy for graduate certificates to ensure credibility of all certificates granted by CSU.
 - iii. Revision to Section 1.7 *General Catalog*. Addition of $\frac{3}{4}$ enrollment status to the list of criteria for less than full time status. This is likely to benefit people who receive money based on $\frac{3}{4}$ enrollment such as Veterans.
 - iv. Revision to Section 1.3 *General Catalog*. The change is to the College Board Advanced Placement Program. Students are required to make an argument for the Capstone Seminar and Research Project being counted for AP credit in a major.
 - v. New SAU – Leadership, Entrepreneurs, Arts Advocacy and the Public Institute for the Arts.
 - vi. New SAU – School of Global Environmental Sustainability.
2. Faculty Council news.
- a. The new Chair of FC is Dr. Mary Stromberger and the new Vice Chair is Dr. Paul Doherty.
 - b. A new working group on Revisions to Section K of the *Manual* dealing with Grievances has been formed (see above). President Frank has asked to group to work to achieve consensus on the proposed revisions. Dr. Stromberger and Dr. Bernasek are members of the group representing FC executive committee.

3. President's Commission on Women and Gender Equity.
President Frank created the new standing committee The Status of Women Faculty Standing Committee. Dr. Irene Vernon will be chairing the committee that will report to the President's Commission and to the President. The committee is charged with making recommendations to the President that will produce significant improvements in the environment for women faculty at CSU.

Respectfully submitted by Dr. Alexandra Bernasek, Faculty Representative to the Board.



Student Representative's Report

Colorado State University-Pueblo

Timothy A. Zercher

Continuing Work:

There were a lot of projects started last year and we are making sure that we continue the best projects to completion this year:

Office Revamp

The former administration had begun to realize the necessity of an office overhaul this past spring semester. The office had old furniture in major need of replacement and a paint job that made the offices and chamber seem small and a little dirty. Though they realized the need they had not been able to begin any real work on the office remodel. The ASG Summer Leadership Team, Speaker of the Senate, our Vice-President and myself decided to undertake this project with a new focus: to make the ASG office reflect ASG's new definition; approachable, friendly, professional and effective. With this in mind we have purchased new furniture and the painting of all of the offices and Senate Chamber will begin within the month so that they will be done before the start of classes on August the 25th. The office revamp will also, when complete, include art from CSU-Pueblo students, a legacy wall in the offices to really drive home the duty and history associated with being a student representative at CSU-Pueblo and refreshment station with sodas, coffee, water etc. All this is so that the office will feel 0more welcoming to students and help create the sense of community that we are striving to build this year.

Office Information Technology Systems Updating and Cleaning

The former Administration had begun a major IT cleaning and updating process within ASG. However they were unable to complete the full project. With the early appointment of an IT staff person we will have all computers in the office fully updated and some replaced by the beginning of the semester. This will allow all of our Executive, Legislative and Judicial offices to work much faster and allow for better coordination throughout the year.

Student Discount Program Growth

This program, which allows students of CSU-Pueblo special discounts with local businesses, has been functioning for a number of years and has been run primarily by ASG. Businesses Currently Active with the program:

Business Name:	Discount Offered:
Feelin' A Little Philly	10% off any order or free fries with any sandwich
The Greatest Gift Scripture Store	10% off non sale items
Pet Paradise	10% off all items (excluding dog food and sale items)
Los Tres	10% off
Michellene Highberger Aesthician	20% off all waxing services and facial treatments
Reflections Plus	10% off all items
Rosemount Museum	\$2 off admission and 10% off of gift shop items
Chicken n' Pasta	10% off of food
Kuan's Kitchen	10% off
Little Caesars	Free crazy bread with a purchase of \$8 or more
Pueblo Plaza Ice Arena	\$2 Ice Skating
The Daily Grind	10% off any purchase
The Cookie Ladies	10% off in store purchases
Tubby's Diner	30% off any purchase
Touch of Love	10% off in store and online

Due to many issues in the past this program was not monitored and has not grown or changed much since 2012. This year we hope to greatly increase the number of local businesses who offer this discount to our students and to increase the students' awareness of these discounts. When successful, we hope this will both help our students make their money stretch a little farther and benefit the local businesses who call Pueblo their home. This project of growing awareness and participation will be a year long process and will launch shortly after the beginning of the semester. There are also talks underway with the CSU-Pueblo Alumni Board about working together to maximize the effectiveness of both our discount programs

Recently the Parent Discount Program was also developed. This program was based off the Student Discount Program and many of the businesses which were already part of the Student Discount Program have now expanded their discount to include the Parent Discount Program.

Our hope is that both of these programs will promote CSU-Pueblo as a true partner with the City as both CSU-Pueblo and the City of Pueblo continue to grow.

Shifting of Student Organizations Location

Talks are currently underway to move the office of Student Engagement and Leadership (or S.E.A.L.) that currently maintains and manages student organizations from the basement of the Student Center upstairs, near the ASG offices and chamber. This move would allow much better coordination and, help raise student awareness of ASG as the S.E.A.L. office enjoys a lot of student traffic. If agreed upon, this move will happen, before the beginning of the semester on August the 25th.

Dean's Advisory Councils

Last year a great initiative that was undertaken was to fully reestablish the Dean's Advisory Councils within each of our four schools. Though each council was fully established, regular meetings within all of the councils were not achieved prior to elections and the end of the semester. This year we hope to have each advisory council meeting on a regular bi-weekly basis and having our Academic Senators submitting regular reports on their respective councils' actions and discussions. These regular meetings and reports will accomplish three things: 1) Help to keep the Dean of each school fully aware of issues or developments of any kind within his/her school at the student level 2) Make sure that students' voices are heard by their schools administration in a timely manner and 3) Insure that ASG stays fully aware of all events and developments within each of the four schools.

Wolfie Clock Tower

Last year a survey was presented to the students at CSU-Pueblo requesting their input on which of several potential projects they would like to see their Student Facility Fee used to build. The large majority of students said that they would like to see a "Wolfie Clock Tower." This project was started but, unfortunately due to time constraints they did not make it to the design stage before the end of the semester. We will continue this project and make sure that students get what they voted for. This project will be started again at the first Student Facility Fee committee meeting of this semester.

Great New Initiatives In Dining Services

The dining services are a very important and impactful part of campus life at CSU-Pueblo. We were glad to find that there are a number of initiatives starting this year to improve the dining experience on campus for students. Last month we had the chance to go over survey

results which had been gathered at the end of the Spring Semester of 2014. The main venues which they focused on were the Columbine Café and La Cantina. Though the feedback was mostly positive, as always there was room for improvement. One thing highlighted as a problem was that a lack of communication has existed as some students showed unawareness of the food and drink options which are offered throughout campus. Our Dining Services Advisory Committee has come up with some great new initiatives to address this and other problems highlighted. Examples of their initiatives include setting in place meal plans tailored to students who live off campus and a social media campaign which ASG will be very involved with to increase awareness of options. Along with that, they are having a food fair to give samples and sharing information about the new healthier options, which will be served this year. The Dining Services will also offer a new menu of catering for Student Organizations. All of this ties into accomplishing a goal which Chartwells and our administration share; informing students of available resources while increasing the quality of life on campus.

New Work

Though it is still very early in the year, the following is what the Summer Leadership Team has come up with as our new goals and initiatives so far:

Policy Manual Overhaul

Our ASG Policy Manual which sets correct procedures and outlines how the organization functions in more detail than the Constitution can offer had not been updated for years. This is highly problematic considering that at least some small details within our constitution change on a yearly basis. Last year in fact the Constitution was changed substantially and like previous revisions this was not reflected in our Policy Manual. Therefore the Summer Leadership Team has reviewed and edited the Policy Manual and we will be presenting our edited draft to the ASG Senate during the second Senate meeting of the semester for full approval.

Committee Development

One of the primary duties our Executives, Justices and Senators take on when they join ASG is serving on a number of internal and external committees which help to make sure that the students are represented both in policy development and decision making. With this in mind we have begun appointing our Senators, Justices and Executives to over 70 different committee seats. We have also done some changing as to which officers are required to sit on which committees to insure that each seat on each committee is filled with the best possible student representative. This new committee structure and all appointments will be presented to the senate during the first senate meeting for editing and approval.

Increased ASG Orientation Presence

This year we have been very lucky to be able to be involved with every one of our New Student Orientations, there are six this year. During each orientation I am able to welcome the students and their parents to campus. This helps all of the incoming freshmen to know who I am and what ASG is all about. It has also served as a great way for them to see what leadership opportunities are available for them at CSU-Pueblo. Then throughout the day our Vice-President, Mario Ruiz, our current Speaker of the Senate, Andrea Casados, and our past President, Michael Weiner, assist the students throughout orientation in a multitude of ways. All of this gives the students plenty of chances to meet their student representatives and hopefully helps them become more comfortable speaking with them. We have also made sure that there is a time slot, led by our Vice-President, where the incoming students learn about ASG and what we do for our student body.

Deep Cleaning

Once we got settled into our new offices it became very apparent that ASG has not cleaned out its files or reworked its filing system in a very long time. This caused a number of problems including bills being lost and messages not being received, both of these lead to frustration with ASG on the part of the students and the staff at CSU-Pueblo. Therefore; we resolved to clean out every file and every shelf in the offices to bring them to a new level of organization and cleanliness. So far we have reduced our file sizes by more than half reducing our redundant and repeating files significantly. We have also refilled countless binders, notes, file cabinets and even whole shelves full of documents to bring the entire office under one filing system. This has already resulted in increases in effectiveness, and has established a much more sustainable system for ASG to follow as it moves forwards.

ASG Rebranding

1. **Website.** As CSU-Pueblo is making adjustments to its website system ASG has worked out a way to rework our website completely with the assistance of our IT department. This will allow us to have a fully functioning, new and sleek website operation by the beginning of the semester. If all goes according to plan this new website will be updated every week with Senator Reports and ASG Senate meeting minutes so that we become more open, accessible and answerable to our student body. This new website will also provide a much better face for ASG and will be directly linked to all of our social media.
2. **Social Media.** Though ASG has long had a presence on certain social media such as Facebook we have never had a significant or active following. We believe that a strong and active social media presence is very important to any Student Government being successfully and actively connected to its Student Body. Therefore we have decided to re-launch, revamp and create an ASG presence so that all three of our pages now are fully synchronized and updated. We have already launched this project. Although we have made some headway, a full social media push will not start until the semester begins and

our PR Director starts working. More details on each of our pages follows (make sure you give us a like/follow if you are on these):

- a. Facebook: We first created a sustainable succession process so that regardless of elections each year the new President each year will have full access to the page as the primary admin. We did this for all three pages. We then updated all page information and began regular posting to keep the page active. Page name: CSU-Pueblo ASG. Direct Web Address: www.facebook.com/CSUPuebloASG
 - b. Twitter: We had lost access to our former account so we created a brand new one with fully updated information/photos and have already surpassed the number of followers of our old account and have managed to delete the old account to eliminate confusion. Our twitter name: CSU-Pueblo ASG. @ASGCSUPueblo and our direct link is: twitter.com/ASGCSUPueblo
 - c. Instagram: We have never had an Instagram account however recent trends suggest that it is not a just fad, Instagram is here to stay and it is used by a large number of our student body. Therefore we created a new page, which is synchronized and linked to both of our other social media accounts. Our username is: CSUPuebloASG.
3. **Branding Tools.** Though we did have some promotional material and certain items of clothing that indicated us as ASG Members we did not have much. Therefore, we have begun buying suit jackets which will have our logos embroidered on them, lapel pins for our members to wear to formal events and a multitude of giveaway items for promotional events. Our hope is that with these items, and ones like them, ASG will become the best recognized group on campus by the end of the year.
 4. **New Operating Procedures.** Formerly there were no standard operating procedures for greeting students as they entered the office or answering the phone, etc. The lack of these occasionally had lead to less than professional or less than optimal service being given to our visitors or those calling for information. To avoid any problems in the future the executive staff and I have begun creating our standard operating procedures to insure that we best represent the new approachable, friendly, professional and effective ASG.
 5. **Strengthened Relationships with Media.** Partly due to our competitive campaign this past year and also due to several long standing relationships, we are going into this year with the strongest ASG-media relationships that we have had since 2010. We have plans for mutual publicity pieces focused at increasing student involvement with both the CSU-Pueblo TODAY, a print and online magazine, and Rev89, our campus radio. This year we will be able to greatly increase ASG visibility and awareness, this relationship will also help us with a number of our initiatives.

ASG Building

1. **Hiring of New Directors, Executive and Admin Assistants, Filling Gaps.** With the new year, we will be creating our new team. Our Executive and Administrative

Assistants have already been selected and we are currently interviewing candidates for all of our Director positions. Judging by their credentials I believe we will have one of the best Executive teams we have ever had. Though we were fortunate to start out with a completely full senate we also have interested students who are willing to step in and fill any gaps that might appear this year. You might remember that last year we had significant turnover across the board, and these early interested students are a great asset as they protect us from becoming understaffed.

- 2. ASG Member Orientation.** This year we only have 6 returning ASG members, so the overwhelming majority of ASG this year is brand new. This is of course a great advantage, lots of new ideas and perspectives. This also means we will need to do some training so that all the new members understand not only how both the university and system run but also how ASG functions and more about their individual roles within ASG. I anticipate a great training to take place just before the beginning of classes this fall.

Cutting Down on Excess Emails to Students

In the past there has been very little regulation placed on who can use the campus wide email and for what purposes it can be used. This has caused one problem that ASG is going to be trying to address this year. The problem is that every day during the school semester, any one student is likely to receive anywhere from 5-15 emails from faculty and staff just informing students about and inviting students to events happening on campus. Though the intention of faculty and staff is only to raise awareness, and increase participation of on-campus events, this results in many students simply ignoring their student email account completely because they do not want to read through the large number of emails they receive daily. Cutting down on the number of emails that students receive will greatly improve the likelihood that students will actually read what is emailed to them. With some help from the IT Policy Group we look to create a new centralized electronic calendar which we will manage and send out weekly or daily university wide updates that will have all the events that week/day so that students will still receive all the information they were previously receiving; but are no longer subjected to a large number of emails. This plan is completely theoretical at the moment. We are hoping to have a more fully developed plan ready to be put into action during the first few weeks of classes.

Building Student Services Awareness

One of our biggest new goals this year is to raise student awareness of the many student services available to every student at CSU-Pueblo. Free visits to the Health Clinic, the ability to see a number of different specialized counselors for free if needed, a Career Center which can help soon to be graduates or currently enrolled students to find jobs, internships and other professional development opportunities, are just a few of the services which are offered. We will be helping each Student Service to self-promote throughout the year so that the on-campus awareness will begin to rise throughout the year.

Community Building – We are small and that is good

One of CSU-Pueblo's best advantages that we have identified is our size relative to our peers. Our size should allow us to create what feels much more like a small community rather than just a college. This would help our students become more attached and involved with both CSU-Pueblo as a whole and with individual groups on campus. Studies show that involved students tend to be more successful students. What is ASG for, if not advocating for and encouraging of, student success. We will achieve this goal at least in part by achieving these three sub-goals:

- 1. Increasing On-Campus Event Participation.** We have Identified two ways to do this:
1) We will help promotion of on campus events by cutting down on spam so that students will actually see the events that are occurring each day. This will be achieved with the central calendar previously mentioned. 2) We hope to be able to help student organizations continue to be able to offer great student lead events using our Student Organization Funding grants which comes from our student fees.
- 2. Increase Participation and Number of Faculty-Student Events.** Great examples of these types of events are the Faculty vs. Staff basketball game or the Fiesta With Faculty event that are put on every year. These are very popular events and we believe that events like these that bring the students together with their faculty outside of the classroom really help foster relationships between students, faculty and staff, all of which continues the growth of a community environment.
- 3. Increase Student Involvement with Pueblo.** There are several small ideas on how to do this; but an example of these events that is still a work in progress would be having a "Jazz Night" on the historic Riverwalk here in Pueblo partnering with local restaurants. There are many other ideas currently being developed and I will keep the board informed as they start to form more solidly but the overall goal is to allow Pueblo to really begin to appreciate CSU-Pueblo's talented students in a way they have previously not been able to.

Board of Governors to the
Colorado State University System
August 8th, 2014
Student Report



On June 7th, 2014 Colorado State University Global Campus held graduation for the Class of 2014. This event was held at the 1st Bank Center in Broomfield, Colorado. Among the highlights were inspiring speeches from Dr. Horrell, the keynote speaker, and from graduate Kelsey Draper, who gave the Alumni address. This was the largest graduating class to date. Here are the numbers:

- Total number graduating—1321 eligible graduates in the 2013-2014 Fiscal Year
- Total number walking at Graduation— 500 + graduates reserved seats
- Number of Bachelors graduates - 934
- Number of Masters graduates – 387
- Average age of graduates—37

On August 1st, I will be participating in a conference call with student body presidents from Nevada, New Mexico, Arizona and Colorado and officials from the White House. The topic of the discussion will be on college affordability and sexual assault prevention. At the time of the writing of the report, the conference call had not yet taken place so I will update the Board of Governors about this meeting when I present my report in August.

Here is what I am currently working on:

- I am continuing classes in pursuit of my Master's Degree in Organizational Leadership. I just started up my 4th class in the program ORG 530 Business Ethics and Sustainability.
- On August 18th, I will be starting my two week full-time firefighter academy with Loveland Fire Rescue Authority. Upon the conclusion of the Academy I will be back on shift as an official full-time firefighter.

Respectfully submitted,
Brad Schiffelbein
Student Representative
Colorado State University Global Campus



COLORADO STATE UNIVERSITY

Samantha Guinn – Student Representative

Chronic Illness Mentoring Program

ASCSU and Resources for Disabled Students are launching this program this year. We have had information tables out at Ram Orientation and Transfer Orientation all summer and have sent out recruitment emails to not only incoming students but to current students as well. Currently, there are eight mentors who have completed training and four incoming students who have signed up to become mentees. This program is much like the first year mentoring program on campus, but specific to students who face chronic illness and need a safe space or person to go to in times of need and comfort. Sign-ups will remain open all year long for those who hear of the program and want to be involved.

Microsoft

ASCSU, ACNS, and the University Technology Fee Advisory Board are working in conjunction to bring Microsoft Office 365 to students, staff, and faculty for free.

Current options:

- MS Office (Home & Student) - \$139.99
 - Valid to install on only 1 device (computer)
 - Word, Excel, PPT and OneNote (PC only)
- MS Office 365 University - \$79.99
 - Subscription license – 4 years, up to 2 devices
 - Must be enrolled, and may renew only once
 - Word, Excel, PPT, OneNote, Publisher & Access

New product- MS Office 365

- Licensing for all staff/faculty on campus
 - Less risk for university, no longer out of compliance
- Free for students
- Students can update/install MS Office 365 on up to 5 devices
 - Students have 3.7 wifi/MS Office capable devices on them on average

Breakeven with new product would be 600 students accessing this service for the money to have been worth it. ASCSU contributed \$15,000 because this is a service that will touch every student on and off campus and is one of the best ways to use the student fee. We are working with Orientation and Transition Programs, ASCSU marketing, and hopefully the university marketing department to spread the word about this new service. It is expected to launch in late August.

Free/reduced priced meals for low income students and staff

Through the Food Insecurities Committee, numerous ideas had been brainstormed and researched to help those who identify as food insecure such as increased bus routes to the Larimer County Food Bank, a CSU Food Pantry, reduced price/free meal swipes to on campus dining halls, and an “adopt-a-neighbor” program. The overwhelming feedback was free/reduced price meal swipes. A survey was sent out to a random sample of individuals across this campus including staff, students, and faculty with 180



respondents who identify as food insecure. Few to none responded with any positive feedback to any of the other options besides the reduced/free meal swipes. We are working with the Larimer County Food Bank, as 8% of their constituent base identify as a CSU community member, to help those in our community. We have seen the meal swipes as the best way to help those for numerous reasons. The meal swipes remain anonymous, therefore not risking dignity loss or insecurities, meal swipes identify needs of those such as gluten free, vegan, vegetarian, dairy free, etc. and also keeps food on campus and can help eliminate some of the waste. Next steps: working with financial services, housing and dining, ASCSU, SLICE, and the Larimer County Food Bank to get this system up and running by spring 2015.

Collegiate Readership Program

Includes the New York Times, Denver Post, and USA Today. In late April, ASCSU had a conversation with USA Today representatives about a digital app that was being launched at different universities. ASCSU has decided to move forward and bring it to CSU also. The app will be linked with the student newspaper, The Rocky Mountain Collegian so students will see national news and local news all in one quick glance. There was no contract increase associated with the addition of the app and it will go live late August.

Communication with other universities

ASCSU has been in communication with University of Denver, University of Colorado, and University of Northern Colorado in the hopes of not only establishing long lasting relationships between the universities but also a legislation sharing effort between them. Ultimate goal is to have all schools in Colorado be able to not only send each other legislation the respective universities are working on but also to work together at the state level for when students need and should get very involved in particular issues. Also, ASCSU is in the conversation of hosting Utah State University over Homecoming weekend, October 17-19th. We are hoping to exchange ideas, and they are wanting to see how CSU works with our student government and different programs.

Communication with Washington D.C.

ASCSU will continue the efforts that have been started with working with our state leaders in Washington and keep them up to date on student needs/wants/thoughts. We are lucky to have 2012-2013 ASCSU student body president, Regina Martel working in Washington, D. C. with the National Campus Leadership Council. She been able to get ASCSU access to White House conference calls and included in new issues arising in higher education.

Inside ASCSU

- The Student Services department is quickly planning the annual Grill the Buffs pep rally to take place August 29th.
- ASCSU is working with Off Campus Life for the annual Community Welcome Walk to welcome new and old residence to Fort Collins and encourage them to meet their neighbors!
- Polo's were ordered for the office as a uniform to wear to events representing ASCSU and to look more identifiable.
- The furniture for the Lory Student Center has been ordered.



- University Affairs Director will now be the Chair of the Student Honor Code Task Force through TILT.

Section

11

Presidents' Reports and Campus Updates

**COLORADO STATE UNIVERSITY – PUEBLO
PRESIDENT’S REPORT**

I. ACADEMIC EXCELLENCE

A. Engineering faculty present at summer conferences

Drs. Leonardo Bedoya-Valencia, Jude DePalma, Jane Fraser, Nebojsa Jaksic and Ding Yuan of the Engineering Department attended the American Society for Engineering Education annual conference in June and presented the following papers at the conference:

1. Integration of Sustainability in a Multidisciplinary Engineering Department, by Jane M Fraser, Leonardo Bedoya-Valencia, Jude L DePalma, Nebojsa I Jaksic, Ananda Mani Paudel, Huseyin Sarper, and Ding Yuan.
2. New Inexpensive 3D Printers Open Doors to Novel Experiential Learning Practices in Engineering Education, by Nebojsa I Jaksic.
3. Paths to Accreditation, by Jane M Fraser, Alejandro Teran, and Hoa Thi Pham.

Additionally, Drs. Leonardo Bedoya-Valencia and Jane Fraser attended the Institute of Industrial Engineers annual conference and participated in the presentation of the following papers at the conference:

1. Modeling of Renewable and Non-Renewable Energy Resources and their Long-Term Effects on CO2 Emissions in Colorado, by Leonardo Bedoya-Valencia and Gulsevi Basar.
2. An Agent-Based Model for Emergency Evacuation, by Leonardo Bedoya-Valencia and Yaneth Correa-Martinez.
3. Improving Operating Rooms at a Local Hospital via Simulation, by Leonardo Bedoya-Valencia and Jared Tafoya.
4. A History of the Wellington Award, by Jane M Fraser (Wellington Award Winner Presentation)

B. Library faculty presents research findings

Karen Pardue presented a peer-reviewed conference poster, “What is your ALternate reality?”, for the American Library Association 2014 national conference. This study analyzed the use of the image (IMG) attribute ALT in 84 academic library websites using a mixed methods approach. Approximately one-third of all webpages examined (n=2116) revealed ALT errors, which can prevent certain user populations from accessing the

websites' IMG elements. Academic library websites are used to inform and to teach, so studies that investigate the causes of IMG inaccessibility are recommended.

C. CSU-Pueblo names 2014-2015 President Leadership Program Class

Twenty freshmen students have been named to the 2014-2015 President's Leadership Program (PLP). The students were selected by a committee of campus and community board members and students from the PLP program. Currently in its 15th year, the PLP program is one of 10 higher education institutions to participate in the Colorado Leadership Alliance, a consortium of comprehensive leadership education programs at undergraduate institutions across Colorado. PLP develops and trains emerging leaders at CSU-Pueblo through an academic leadership program focused on academics, service and experiential learning. Scholars are given opportunities to obtain leadership experience through mentoring, internships, and presentations by leaders in various fields from government and education to the service sectors. PLP students also earn a minor in leadership studies. Eligible candidates are graduating high school seniors who have a cumulative grade point average of 3.2 or higher and who display leadership potential, intellectual curiosity, and a commitment to something outside one's self. PLP challenges participants to identify and engage in leadership issues facing Southern Colorado. Participants must retain no less than a 3.0 grade point average at CSU-Pueblo to maintain eligibility status. Students in this year's incoming class come from Colorado cities Aurora, Castle Rock, Colorado Springs, Fort Collins, Fountain, Greeley, Guffey, Parachute, Vilas, Westcliffe, Pueblo, and Pueblo West, and from Spring (TX), Temperance (MI), Austin (TX), and Ruidoso (NM).

II. STUDENT ACCESS AND SUPPORT

A. CSU-Pueblo Foundation receives scholarship gift from Rotary

Rotary 43 has created a scholarship that will benefit the next generation of leaders through the President's Leadership Program (PLP). Beginning in the Fall of 2015, the CSU-Pueblo Foundation will award the Rotary #43 Leadership Scholarship to one incoming freshman from Pueblo County who has been accepted into PLP each year with at least a 3.5 grade point average (GPA). The scholarship is non-renewable. Selected students must attend a Rotary meeting at least once a semester and maintain at least a 3.0 GPA. Ken White III, Rotary #43 Foundation President, said the gift was about creating strong leaders while strengthening Pueblo's future.

B. Math text available to students at no charge

Dr. Jonathan Poritz, associate professor of mathematics, developed a text for his Math 319 course, Number Theory, this past spring. The text was released with a Creative Commons license, hence available at no cost to his or other students. It has already been cited as an open textbook for college-level mathematics.

C. Pack Mentor Program to begin

The Office of Student Life has created the Pack Mentor Program to help new students succeed and persist at CSU-Pueblo, and to welcome new students to the Pack. The program pairs new students with a Pack faculty or staff member. The mentor will provide support, leadership, growth opportunities, resources, and develop one-to-one mentoring relationships with their assigned student. Mentors and mentees will be given training in the fall, and then the program year will kick off with a Mentor Match Up BBQ. Mentors and mentees will meet at least monthly to discuss academics, learn study skills, participate in fun campus activities, connect with campus resources, and talk about life issues. The goal of this program is to help encourage and guide new CSU-Pueblo students as they learn about and connect with the campus and community.

D. CSU-Pueblo Foundation receives scholarship gift from Rotary

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III. DIVERSITY

A. White House Honors CSU-Pueblo Student as DACA Champion of Change

A CSU-Pueblo student was one of 10 individuals honored as a Champion of Change at a White House ceremony on June 17 honoring exemplary leadership in their communities as Deferred Action for Childhood Arrival (DACA) recipients. Mexico City native Ana Zaragoza-Gomez, a sophomore psychology major and Spanish, business administration, and Chicano Studies minor, was recognized as a DACA recipient who has served as a success story and role model in her academic and professional spheres. According to a

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White House press release, these individuals “distinguished themselves through their community involvement and the hard work they put into helping other members of their academic and professional communities succeed. This event will showcase these inspirational young leaders and highlight the importance of providing talented young people with the opportunity to realize their full potential.” The Champions of Change program was created as an opportunity for the White House to feature individuals doing extraordinary things to empower and inspire members of their communities. Zaragoza-Gomez came to America at age five along with a younger sibling. She works to promote civic participation in her community by canvassing and recruiting volunteers with Mi Familia Vota.

B. CSU-Pueblo one of 12 schools selected for Hispanic Quiz Show

CSU-Pueblo has been selected as one of 12 schools in the nation and the only Colorado school to participate in the Hispanic College Quiz series this fall. The show will be broadcast nationally during Hispanic Heritage Month airing Sept. 13-Oct. 19, 2014. The Hispanic Association of Colleges and Universities (HACU) has partnered with Central City Productions on this show for the fourth year. Chicago-based Central City Productions, a leader in minority-targeted television, is the producer of the nationally televised Hispanic College Quiz and has partnered with HACU since 2007. Central City Productions supports HACU’s mission by enabling students from HACU-member institutions to participate and compete for scholarships in the show by demonstrating their knowledge of Latino history. The final broadcast schedule will be posted on HACU’s website. This is the second straight year a CSU-Pueblo student was selected to participate. Rosa Ramos, a senior mass communications major from Rocky Ford, CO, will represent CSU-Pueblo accompanied by Victoria Obregon, coordinator of the College Assistance Migrant Program (CAMP). Other participating institutions include: Carlos Albizu University, San Juan, Puerto Rico and Miami, Florida; Hudson County Community College – Jersey City, New Jersey; Massachusetts Institute of Technology – Cambridge, Massachusetts; NYC College of Technology – New York, New York; San Jacinto College – North – Houston, Texas; South Mountain Community College – Phoenix, Arizona; St. Edward’s University – Austin, Texas; St. Philip’s College – San Antonio, Texas; University of California, Riverside – Riverside, California; University of St. Francis – Joliet, Illinois; and University of the Pacific – Stockton, California.

IV. IMAGE BUILDING

A. International recruiting efforts continue to expand

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International recruiter Yijun Zeng visited over fifty Chinese universities and high schools during the spring. Her efforts resulted in the successful recruitment of new students to CSU-Pueblo and established four formal recruitment relationships.

V. COMMUNITY OUTREACH

A. Art professor complete summer art projects

Art professor Maya Avina has just completed the restoration of the Great Divide mural she first completed in 2006 located in downtown Pueblo. She also completed two graphic design commissions; a poster revamped for Montezuma Land Conservancy Beer Fest in Cortez, CO and a fruit crate/logo for Lickskillet Farm in Lewis, CO.

B. HSB Alumni Chapter continues to grow

The Hasan School of Business Alumni Chapter recently held officer nominations and elections, published the June Chapter Newsletter, conducted a formal membership drive which generated 40 new members, and held their annual Summer Alumni Chapter Picnic in July.

C. Hasan School of Business

The Hasan School of Business hosted a planning meeting of the DECA/FBLA advisors from all of the Pueblo high schools to debrief the events and collaborations from the past year and to make plans for the coming year, which will include a fall regional DECA competition, a fall FBLA leadership conference and a spring FBLA regional competition.

VI. RESOURCE MANAGEMENT

A. Tower Location Celebrates One-Year Anniversary

CSU-Pueblo's Tower in Colorado Springs celebrated its one-year anniversary with a community-wide Party with the Pack event on July 23. The public event welcomed all new, current, and transfer students from the Colorado Springs area as well as CSU-Pueblo alumni and community members who may not be aware of the new location or the program offerings to tour the new location and visit with CSU-Pueblo representatives. Party with the Pack featured music from CSU-Pueblo's award-winning student-operated radio station, REV89, photo opportunities with CSU-Pueblo mascots Tundra

and Wolfie, free food and beverages, games and drawings for prizes. CSU-Pueblo has been a presence in the Colorado Springs community since 1969 and opened its Tower location in July of 2013. Several bachelor's degree programs are offered at the Tower including social work, sociology, criminology and a newly developed bachelor's in business administration and management. The personal, flexible classes at the Tower are an affordable option to students pursuing their degrees in the Pikes Peak region.

B. CSU-Pueblo converts to new financial management system

After nearly a two-year transition, CSU-Pueblo went live with a new financial system on July 1 that is expected to reduce paper processes, enable faster turnaround, and allow for decisions to be made based on up-to-date information. The new system also will provide a built-in checks and balances system, which will give more control and flexibility to documents and create audit trails. Begun in April 2012, the transition to the Quali Financial System (KFS), an integrated set of financial services designed by higher education for higher education, has spanned nearly two years. Budget, accounting, and procurement staff were involved in training in March followed by departmental staff in May and June. The conversion of existing financial data to Quali occurred in June with operations going live July 1. Over the next two years, Business Financial Services staff will be re-engineering processes, updating policies, and procedures, and deploying additional KFS modules to campus users.

VII. SHARED GOVERNANCE

A. Fall Convocation set for week of August 18

President Di Mare and the presidents of Faculty Senate, Admin/Pro Council, Classified Staff Council and Associated Students' Government will welcome faculty and staff back to campus to kick off the 2014-15 academic year following a campus-wide breakfast on August 18. Campus updates on the budget, equity study, student enrollment, information technology, strategic plan and the 2016-17 HLC reaffirmation visit will also be provided later in the day. Colleges, departments and constituent groups will meet later in the week to set their agenda for the academic year and numerous professional development sessions will be offered throughout the week. The week's activities will culminate on August 21 with an employee BBQ at the Historic Arkansas Riverwalk. Students and faculty will begin fall classes on August 25.



Increase Degree Attainment and Stakeholder Engagement

- CSU-Global has initiated work with Schoology, a leading provider of K-12 education technology, for a new learning management system. The new system will encompass Schoology's advanced technology in collaborative tools and next-generation API integration and CSU-Global's comprehensive understanding of the unique needs of adult learners, to create a world-class learning experience for CSU-Global students.
- A task force made up of staff and faculty representatives has been formed to create an operational plan of processes and procedures to support CSU-Global's FTFYF initiative approved by the Colorado legislature in May 2014. The task force will determine components of the freshman experience including initial course sequencing, orientations, departmental accommodations, and appropriate metrics to be measured for success.

Improve Student Success

- CSU-Global joined other Colorado institutions at the 2nd Annual CAEL Symposium: On the Road to Completion. CSU-Global staff from marketing, enrollment, student support, articulation, advising, alternative credit, and student success shared best practices to audience members in a panel format.
- In an effort to address employer and employee request for student internship credit, CSU-Global has launched its MGT595 Management Internship course. The course allows students to submit for approval, a specific internship experience under which the student will work 1-on-1 with a CSU-Global instructor to demonstrate learning and knowledge for credit acquisition.

Enhance Access and Reduce Attainment Gaps through Academic Excellence

- The university was represented in CSU System meetings with the Southern Ute and the Ute Mountain Ute Tribal Councils for discussions on educational access. In the coming months, CSU-Global will work with the Southern Ute Tribal Council representatives to meet its adult online education needs.

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- CSU-Global continued to actively participate this summer in the American Association of State Colleges & Universities Committee on Innovation. CSU-Global will continue its participation in the committee as a resource for other state institutions seeking information on online and competency-based education.
- CSU-Global participated in the American Legion's celebration for the 70th Anniversary of the G.I. Bill. CSU-Global will also be featured in a panel on adult learner success for the American Legion's National Convention in August 2014.

Promote Affordability and Efficiency

- CSU-Global continues to share its data, experience, and work with competency-based education with the offices of Congressman Polis and Senator Bennet. On July 10th, the House Committee on Education and the Workforce passed HR3136, the *Advancing Competency-Based Education Demonstration Project Act*, which seeks to increase access and affordability in higher education by allowing institutions the flexibility to provide a degree that is based on a student's knowledge and skills instead of seat time.
- CSU-Global's faculty management system has been launched. The new system provides for ease of credentialing and scheduling faculty for CSU-Global's year around monthly terms, and it provides faculty with transparency on faculty qualifications and preferences, and on student feedback. Phase 2 of the system, for enhanced faculty evaluation processes, has been initiated and is expected to be completed by the end of the calendar year.

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COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

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I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. CSU Fundraising sets All-Time Record

Alumni and friends donated \$143.3 million in private support for CSU's 2013-2014 fiscal year, shattering the previous record set in 2012-13 by nearly \$31 million. CSU has established fundraising records every year since completing its \$500 million comprehensive campaign in 2012, raising \$537.3 million. The following comparison demonstrates the enormous change in fundraising success over the past five years, which has led to a significant increase in scholarships and endowed faculty chairs, along with helping to transform the physical and academic environment of campus through support of new buildings and outstanding programs.

	FY09	FY14
Alumni Participation Rate (UG)	7.32%	10%
Number of Total Donors	24,885	33,716
Funds Raised	\$54.5M	\$143.3M

B. Dr. Diana Wall Elected to American Academy of Arts and Sciences

Diana H. Wall, University Distinguished Professor; director of the School of Global Environmental Sustainability; Senior Research Scientist, Natural Resource Ecology Laboratory; and professor of Biology at Colorado State University, is now among the world's most accomplished leaders as an elected member of the American Academy of Arts and Sciences. The Academy on April 23 announced Wall as part of its Class of 2014. Wall is the first woman on the CSU faculty to become a member of the Academy.

C. Pioneer in Feline Leukemia Named to Prestigious National Academy of Sciences

Dr. Edward A. Hoover, a Colorado State University veterinarian and infectious-disease authority who developed the first successful and most widely used vaccine against feline leukemia, was on elected to the prestigious National Academy of Sciences April 29. Hoover is the ninth CSU faculty member elected to one of the National Academies; two others, like Hoover, represent CSU's scientific strength in the College of Veterinary Medicine and Biomedical Sciences. Hoover, an eminent faculty member in the Department of Microbiology, Immunology, and Pathology, developed the FeLV vaccine, now used to immunize cats worldwide against leukemia-causing retrovirus. In addition to studying disease prevention, Hoover has investigated

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transmission pathways and ways to identify at-risk cats, improving understanding of diseases and their management within populations.

D. More Than 4,000 Receive Degrees During Spring 2014 Commencement Ceremonies

At Commencement ceremonies May 16 and 17, Colorado State University recognized 3,044 undergraduate and 1,058 graduate students, including 90 doctoral students and 131 Doctor of Veterinary Medicine students. Forty-nine students earned distinction as summa cum laude, 150 as magna cum laude, and 260 as cum laude; 255 undergraduates completed the requirements of the Honors Program.

E. Colorado State University Launches Sustainability Certificate Program

The Institute for the Built Environment at Colorado State University will help working professionals through a new Integrated Sustainability Management Badge and Certificate program that started this summer. The program is targeted toward sustainability professionals working in all industries and is divided into four, 15-hour segments called badges. Those who complete all four badges earn the Integrated Sustainability Management Certificate. This summer, in-class sessions will be offered for each badge in Fort Collins, along with an online webinar. The courses are taught by leading content experts and will include classroom lecture, interactive activities, independent take-home exercises, and application of concepts.

F. The Institute for Learning and Teaching named to Blackboard Reviewer Council

The Institute for Learning and Teaching (TILT) at Colorado State University in May was named an inaugural member of the Blackboard Exemplary Course Program Reviewer Council. The Exemplary Course Program recognizes faculty and course designers from schools, colleges, and universities around the world who develop exciting and innovative courses that represent the very best in technology and learning. The Reviewer Council was formed to help share knowledge and foster teamwork around course design, to provide an elevated professional development opportunity for educators and instructional designers, and to enhance the quality of course reviews provided to Exemplary Course Program submitters.

G. CSU's Apparel Design, Merchandising Program Earns High Rankings

Fashion-Schools.org in June ranked Colorado State University's Department of Design and Merchandising in the upper echelon of fashion design and merchandising programs in the nation. The website ranked the CSU department ninth in the country in the fashion merchandising category and 16th nationally for fashion design. CSU ranked second in the Southwest region in both fields. According to Fashion-Schools.org President Brad Prescott, the 2014 rankings were based on academic reputation, admission selectivity, geographic location, depth and breadth of the program and faculty, and value.

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H. CSU Launches Natural Resource Management Online Program

CSU has launched an online option of its Master of Natural Resource Stewardship, designed for mid-level natural resource professionals who are looking to obtain the skills and knowledge necessary for advancement opportunities. The natural resources management degree is a product of the Department of Forest and Rangeland Stewardship in CSU's Warner College of Natural Resources, the most comprehensive college of its kind in the nation.

I. CSU Infectious-Disease Expert Earns High Honor for Veterinary Work

Dr. Michael Lappin, a Colorado State University veterinarian and noted infectious-disease expert in June received the 2014 Robert W. Kirk Award from the American College of Veterinary Internal Medicine. The award recognizes diplomats of the College for outstanding career achievements and dedicated service to veterinary medicine. Lappin, also a research administrator in the CSU Department of Clinical Sciences, has dedicated nearly three decades to bettering the lives of companion animals and their owners. In that time, he has received more than 125 research grants and published more than 200 primary research papers.

J. CSU Student-Athletes Earn NCAA Scholarships for Post-Graduate Work

CSU student-athletes Christian Meyer and Chloe Phillips have received awarded \$7,500 NCAA Post Graduate Scholarships. Both students participated in track/cross country athletes. Phillips is in graduate school at CSU in Occupational Therapy, and Meyer will be attending Vanderbilt in a six-year program that will lead to a Ph.D. in Physics and Bio-Magnetic Sciences.

II. TEACHING AND LEARNING: INTEGRATE ACADEMIC AND CO-CURRICULAR EXPERIENCES

A. Colorado State University Team Selected to Compete in EcoCAR3

Colorado State University was one of 16 universities selected in May to participate in EcoCAR 3, a national automotive engineering program sponsored by the U.S. Department of Energy and General Motors. More than 300 university student teams applied for the national competition, which kicks off this fall. This is the second time CSU has been selected for the EcoCAR program. CSU students currently are competing in the EcoCAR 2 contest, which is in its third and final year. The EcoCAR 3 program requires student teams to revamp a GM vehicle, a Chevrolet Camaro. Over the next four years, CSU students will convert it into a hybrid electric car that gets better gas mileage and emits fewer greenhouse gases but still maintains the performance of the iconic American muscle car.

B. CSU Students Launch Crowdfunding Initiative to Combat Amazon Deforestation

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The Amazon rainforest faces mounting threats from deforestation as the region's timber and mineral resources continue to be depleted. To help save the rainforest, a team of graduate students at Colorado State University has launched a new crowdfunding campaign that will support research and outreach aimed at empowering Peruvian communities to combat deforestation and protect local livelihoods. Students for Amazonian Conservation has set a goal to raise \$6,000, with 28 percent raised so far. The team leaves for a six-month trip to Puerto Maldonado in the Peruvian Amazon at the end of May. The six-member student team is part of CSU's Conservation Leadership Through Learning master's program in the Warner College of Natural Resources. In April, Colorado State University launched CHARGE!, one of the first university-based crowdfunding platforms in the country.

III. RESEARCH AND DISCOVERY: FOSTER EXCELLENCE IN RESEARCH, SCHOLARSHIP, AND CREATIVE ARTISTRY/FOCUS IN AREAS OF INSTITUTIONAL STRENGTH AND SOCIETAL NEED

A. CSU Archaeologist's Team Finds Clues to Ancient Civilization

The sublime sounds of a jingling rattle silenced for more than 500 years helps tell the story of an ancient civilization in western Mexico and ties together more than seven years of discovery by a team of researchers led by a Colorado State University archaeologist. The copper and bronze rattle was discovered in an ancient cemetery by Chris Fisher, associate professor of anthropology, and a team at Angamuco, a pre-Hispanic city in the Mexican state of Michoacán and associated with the ancient Purépecha culture of western Mexico. Fisher's team also discovered the complete skeletal remains of 37 individuals and many partial burials of both genders ranging from infants to adults. The discovery of this mortuary complex provides a unique lens through which we can examine changes in health, status, and well-being during a period of rapid social change that is associated with the formation of the Purépecha Empire. Ceramic vessels, copper-bronze rattles and other artifacts found with the burials indicate the cemetery dates primarily to the middle to late Postclassic period (A.D. 1000-1520).

B. Tuberculosis Infection Can Spark Pre-Diabetes, CSU Researchers Find

Research at Colorado State University has revealed new links between tuberculosis and diabetes, providing evidence that TB becomes more deadly when it occurs with diabetes and showing for the first time that tuberculosis can actually trigger pre-diabetes. Results of the study by Professor Randall Basaraba, post-doctoral fellow Brendan Podell, and their colleagues recently were published in the American Journal of Pathology in June. The researchers work in CSU's Metabolism of Infectious Diseases Laboratory and Mycobacteria Research Laboratories. Through their pioneering study, the CSU researchers discovered a unique tie between TB and diabetes, notably that exposure to Mycobacterium tuberculosis can spur pre-diabetes. This suggests the possibility of using diabetes drugs in conjunction with antibiotics to more effectively treat TB.

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C. CSU Study Details Practices to Reduce Greenhouse Gas from Corn Production

In a unique, farm-level study, researchers at Colorado State University and the University of Minnesota have shown that best farming practices can significantly reduce the carbon footprint of corn production. Detailed production data from farmers in and around southwest Minnesota were analyzed to model carbon emissions under various scenarios while maintaining high yields. The study evaluated thousands of scenarios and found that by applying fertilizer at optimal rates and using tillage practices that minimally disturb the soil, greenhouse gas emissions from corn production can be reduced by 46 percent. In addition, by using minimal tillage practices, carbon emissions could be reduced 65 percent compared to current practices. The CSU team, led by CSU soil and crop sciences professor Keith Paustian, included Kendrick Killian and Stephen Williams of the Natural Resources Ecology Laboratory in the Warner College of Natural resources at CSU. A review panel included experts from the World Wildlife Fund, The Nature Conservancy, and the Environmental Defense Fund. The study was sponsored by Huttner Strategies, LLC, with funding provided by The Coca-Cola Company.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. Breath Test for Tuberculosis under Development at CSU with Gates Foundation Funding

Tuberculosis researchers at Colorado State University in May received a grant from the Bill and Melinda Gates Foundation to develop a diagnostic breath test with potential to revolutionize TB testing and better control the globally devastating infectious disease. A breath test represents a critical advancement over existing diagnostics, which are invasive, slow, and sometimes inaccurate in diagnosing TB. The infectious disease causes an estimated 1.5 million deaths worldwide each year, making it one of the world's leading causes of death. The breath-test project, supported by a \$244,000 grant from the Gates Foundation's Global Health Program, also involves Randall Basaraba and Alan Schenkel in CSU's renowned Mycobacteria Research Laboratories.

B. CSU Professor to Develop Proteins That Could Be Basis for New Cancer and HIV Treatments

Brian McNaughton, a professor of chemistry, biochemistry, and molecular biology, in May received a \$1.5 million grant from the National Institutes of Health to develop synthetic proteins that shut down disease-causing components in cells that do not respond well to traditional drug treatments. This research into novel proteins has the potential of eventually developing new treatments for cancers or HIV.

C. CSU Receives Four "Really Smart" Cars

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Colorado State University is one of four universities nationwide that will receive four all-electric micro vehicles that will help drive sustainable transportation research projects on campus – through the Internet. CSU, University of Pittsburgh, University of Washington, and the University of Wisconsin were selected to receive the University Electric Vehicles – the Innova Dash – from Internet2 and Innova UEV LLC, the vehicle’s manufacturer. The zippy little cars will be used in two ongoing research projects at CSU: a grant from the Electric Power Research Institute to analyze data collected from plug-in electric vehicles, including how people are charging them, how far they venture from campus, and how much traffic, parking, etc., is displaced by these vehicles; and educational outreach to local K-12 students funded by the Bohemian Foundation.

D. CSU Researcher Seeks Link between Obesity, Cardiovascular Disease

Christopher Gentile, an assistant professor in the Department of Food Science and Human Nutrition, is one of only seven scientists in the state to receive a \$225,000 grant from the Boettcher Foundation to support his research, which focuses on a part of the cell believed to cause decreased health in blood vessels. During the three-year study, Gentile will use animal models to pinpoint the cell component believed to make vessels rigid and lose their ability to constrict and dilate in cases of obesity or diabetes. If the cellular culprit is confirmed, he and his team will apply their findings to humans by testing a blocking agent’s effectiveness in a group of obese test subjects as well as a control group.

E. CSU Launches New Conservation Research Fellowship to Improve Sustainable Energy Production

Graduate students at Colorado State University will conduct new research to help solve environmental conservation challenges on lands that support multiple uses, including energy production, in Colorado. The research is supported by a \$1 million grant from Chevron to CSU’s Warner College of Natural Resources to establish the new Chevron Graduate Fellowship Program at CSU. The research will tackle issues such as sudden aspen decline, stream function and sensitivity, restoration of stream and riparian areas, adaptive management of rangelands and wildlife habitat, and energy-development impacts on large mammals in the Piceance Basin. The program is dedicated to expanding the base of knowledge about Piceance Basin ecosystems and the inter-relationship with human development. The grant provides funding to support five graduate student research projects on Chevron property in western Colorado for two and a half years. The Chevron Graduate Fellowship Program is an expansion of more than 40 years of energy-related conservation research conducted by CSU’s Warner College in the Piceance Basin in northwestern Colorado.

F. Colorado State University Studies Impact of Reduced Cookstove Emissions

Researchers at Colorado State are using a \$1.5 million grant from the Environmental Protection Agency to examine the atmospheric effects of smoke from cookstoves, which are used by 3

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billion people worldwide for heating, lighting, and cooking. Researchers hope to understand whether atmospheric pollution could be markedly lessened by reducing the use of biomass cookstoves. They also want to gauge how much of a reduction in cookstove use might be needed to cause a meaningful impact on climate change. The three-year project, titled, “Quantifying the climate, air quality, and health benefits of improved cookstoves: An integrated laboratory, field and modeling study,” will involve laboratory testing of cookstove emissions, field visits to four developing nations where cookstove use is common, and atmospheric modeling based on data collected.

G. CSU to Evaluate Child Protective Services Prevention Programs

A center at Colorado State University will help the Colorado Department of Human Services decide which programs to prevent child abuse and neglect are most effective. CDHS has awarded a \$1.4 million contract to the Social Work Research Center in CSU’s School of Social Work for the prevention evaluation project. The project will focus on the processes, outcomes and costs of voluntary intervention programs offered by county human services agencies as a way to keep families out of the child welfare system. Marc Winokur, director of the center, is the principal investigator for the evaluation, which will last at least two and a half years. The co-investigators, also from the Social Work Research Center, are Helen Holmquist-Johnson and Rebecca Orsi.

V. SERVICE AND OUTREACH: PREPARE AND EMPOWER LEARNERS OUTSIDE THE CAMPUS ENVIRONMENT

A. CSU Joins Other Research Universities to Create New Digital Education Delivery Platform

Colorado State University and three other leading U.S. research universities in June formed a technology consortium to significantly improve the way educational content is shared across universities and ultimately delivered to students. Unizin, a partnership among CSU, Indiana University, the University of Michigan, and the University of Florida, is a common digital infrastructure that allows the universities to strengthen their traditional missions of education and research using the most innovative technology available. Unizin’s powerful content storing and sharing services allow instructors to share materials while retaining control over the use of their intellectual property.

B. CSU’s Math in Action in Computer Science Camp Opens to More Young Students

Nearly twice as many students and teachers from Cortez Middle School attended CSU’s Math in Action in Computer Science camp this year compared to last. The National Science Foundation awarded Shrideep Pallickara, a professor in the Department of Computer Science from CSU’s College of Natural Sciences, an extra \$40,000 to boost the number of attendees. During the

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intensive, week-long camp, students and teachers learn to apply middle school math concepts to computer science. This is the second year CSU has offered the camp.

VI. SERVICE AND OUTREACH: ENGAGE CITIZENS THROUGH COMMUNITY INVOLVEMENT

A. City Bike Library Opens Location on CSU's Main Campus

Starting in June, visitors, residents, and students can borrow a bike for free through the city's Bike Library lending service at Colorado State University's Surplus Property Department. The new CSU satellite location, located at 201 West Lake Street, will provide 20 bikes available for rental. Summer hours of operation for the Surplus Property Bike Library are 9 a.m. to 1 p.m. Monday through Friday. Available bikes have been donated to the Fort Collins Bike Library and include popular and comfortable cruiser style cycles that can be used for relaxed riding or expedient travel.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. Alumnus Joseph Phelps' Gift Creates Memorial Garden in Honor of Brother

Joseph Phelps was a young teenager when his older brother, John, died in a car accident while driving between his family's home in Greeley and his college home in Fort Collins. John, an active member of the Sigma Nu Fraternity, was killed near the end of his freshman year in 1940. Now, more than 70 years after his brother's tragic death, Phelps is honoring his brother's legacy with a \$50,000 gift that will create the John Quincy Phelps Memorial Garden at Danforth Chapel. The nondenominational Danforth Chapel, at the north entrance to CSU's historic Oval, was dedicated in 1954 and continues to be used as a place for special events, services, and quiet reflection. Designed by renowned architect James Hunter, Danforth Chapel has been nominated for inclusion on the National Historic Register.

B. Colorado State University Professor Pledges \$150,000 to Endowed Chair

Robert M. Williams, a University Distinguished Professor, in May pledged to donate \$150,000 over the next five years to support the Dr. Robert Williams Endowed Chair in Chemistry. CSU announced last fall it was raising \$1.5 million to fund the endowed chair to honor Williams, who has conducted research and taught more than 60 graduate students and 75 post-doctoral researchers at the University since 1980. Over the years, the Williams Research Group has trained generations of scientists in bio-organic chemistry and biosynthesis.

C. Report on Private Support

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	June 2014		FY 2014		FY13 (July - June)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$6,372,444	3,499	\$91,684,467	34,119	\$71,423,112	33,998
Irrevocable Planned Gifts	-	-	-	-	\$78,270	2
Revocable Gifts and Conditional Pledges	\$1,648,021	35	\$36,084,393	180	\$25,947,307	117
Payments to Commitments Prior to Period	(\$3,329,478)	666	(\$16,550,920)	1,276	(\$7,833,564)	934
Total Philanthropic Support	\$4,690,987	2,988	\$111,217,940	33,551	\$89,615,125	33,478
Private Research	\$2,017,697	26	\$32,021,154	197	\$22,857,698	161
Net Private Support	\$6,708,684	3,014	\$143,239,094	33,716	\$112,472,823	33,614

Major Gifts – (\$100,000 +) Not Previously Reported

- \$7,000,000 revocable commitment to support *Electrical and Computer Engineering Opportunity*, College of Engineering
- \$600,000 revocable commitment to support *Chemistry*, College of Natural Sciences
- \$600,000 revocable commitment to support the *Helen M. and Arthur I. Poland Scholarship Endowment*, College of Veterinary Medicine and Biomedical Sciences
- \$375,000 pledge to support *Gary and Leslie Howard Family Foundation Business Scholars*, College of Business
- \$300,000 pledge to support the *University Art Museum Expansion*, College of Liberal Arts
- \$257,260 revocable commitment to support the *Eugene Decker Fellowship*, Warner College of Natural Resources
- \$250,000 gift to support the *Fermentation Science and Technology Facility*, College of Health and Human Sciences
- \$250,000 conditional pledge to support the *CSU Stadium*, Department of Athletics

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- \$250,000 revocable commitment to support the *CSU Stadium*, Department of Athletics
- \$200,000 pledge to support the *Blue Ocean Enterprises Challenge*, College of Business
- \$180,000 gift to support the *Center for New Energy Economy-Program*, Office of the President
- \$160,000 revocable commitment designated as \$120,000 to support the *Kenneth D. Baab Athletics Scholarship*, Department of Athletics, and \$40,000 to support the *Kenneth D. Baab Computer Science Scholarship Endowment*, College of Natural Sciences
- \$150,000 gift to support *Collaboration on Environmental Research Topics*, College of Engineering
- \$150,000 pledge to support the *Dr. Robert Williams Chair in Organic Chemistry*, College of Natural Sciences
- \$136,000 gift in kind to support *Chemistry Research*, College of Natural Sciences
- \$119,261 revocable commitment to support the *CSU Stadium*, Department of Athletics
- \$113,687 planned gift to support the *Animal Cancer Center*, College of Veterinary Medicine and Biomedical Sciences
- \$100,000 pledge to support the *Animal Sciences Building Renovation and Expansion*, College of Agricultural Sciences
- \$100,000 conditional pledge to support the *CSU Stadium*, Department of Athletics
- \$100,000 gift to support the *Atmospheric Science Hurricane Research Program*, College of Engineering
- \$100,000 gift to support the *EECL Expansion at Powerhouse Energy Institute*, College of Engineering
- \$100,000 conditional pledge to support the *CSU Stadium*, Department of Athletics
- \$100,000 revocable commitment to support the *CSU Stadium*, Department of Athletics
- \$100,000 conditional pledge to support the *CSU Stadium*, Department of Athletics

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- \$100,000 pledge to support the *Animal Sciences Building Renovation and Expansion*, College of Agricultural Sciences
- \$100,000 conditional pledge to support the *CSU Stadium*, Department of Athletics

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. Colorado State University Appoints First Woman to Head Veterinary Training

A veterinarian with expertise in cardiovascular physiology and equine medicine is the first woman to lead Colorado State University's renowned veterinary program. Dr. Melinda Frye, an associate professor in the Department of Biomedical Sciences who has taught graduate-level physiology for seven years, is the new associate dean of Professional Veterinary Medicine in the CSU College of Veterinary Medicine and Biomedical Sciences. She replaced Dr. Dean Hendrickson, who has led the program for two years and is returning to full-time teaching and equine surgery. She started her new position in July.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. Colorado State University Involved in Opening of 2014 FIFA World Cup

Colorado State had a role in creating a miraculous first kick ceremony before the opening game of the 2014 FIFA World Cup. Clad in a mechanical bodysuit, a paralyzed Brazilian stood, walked up to a soccer ball, and kicked it, aided only by the prosthetic exoskeleton controlled by his brain waves. Known as the Walk Again Project, it was the first time a paralyzed person walked on his or her own using a self-directed device. CSU's Idea-2-Product 3D printing laboratory developed the protective liner worn by the paralyzed man operating the suit. The liner fits between the electrode cap, which sits precisely on a patient's head over the regions of the brain that dictate movement, and a safety helmet. The electrodes detect brain signals and transmit the message to the exoskeleton. CSU researchers developed the custom, 3D-printed liner and custom parts using scans of the patient's head and input from the Walk Again research team. Alan Rudolph, CSU's vice president of research, was project manager of the Walk Again demonstration.

B. CSU Helps Second Annual Planting of Coors Field's Sustainable Garden

Once again, the Colorado Rockies and Aramark in May partnered with Colorado State University's Institute for the Built Environment to plant a garden at Coors Field, featuring a larger number and variety of crops than last year, when it was launched as baseball's first on-site, sustainable garden producing food for use in the stadium. The Rockies and Aramark staff and CSU students planted edible flowers and assorted vegetables this season, including tomatoes, peppers, beets, cabbage, melon, peas, squash, eggplant, kale, carrots, beans, corn and chives.

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Planted herbs will include parsley, thyme, basil, cilantro, dill, oregano and sage. There will be three different plantings throughout the season.

C. CSU Bestows Honorary Degree on Businessman, Philanthropist Dennis Repp

Colorado State University awarded an honorary degree to alumnus Dennis Repp, a military veteran who has been a major supporter of CSU's New Start for Student Veterans program.

The honorary degree, Doctor of Humane Letters, Honoris Causa, was conferred at the Graduate School commencement ceremony. Repp has achieved success as a businessman, entrepreneur and philanthropist, and has made wide-reaching contributions to society and across the globe.

D. Tree-planting Event Celebrates CSU as a Tree Campus USA

For the third straight year, Colorado State University was honored by the Arbor Day Foundation and Toyota Motor North America as a Tree Campus USA, for promoting healthy trees and engaging students and communities in conversations about urban tree care. To celebrate the recognition and in observance of Arbor Day 2014, CSU Facilities Management and the Colorado State Forest Service lead a volunteer tree planting event April 25 near the gazebo in the Annual Flower Trial Garden west of the University Center for the Arts.

E. Colorado State University Video Looks into Future of State Budget

The Colorado Futures Center at Colorado State University launched a new video explaining the long-term challenges the state will face in paying for state government services that go into preserving Colorado's quality of life, including K-12 education, health care, corrections, courts, higher education and a host of others. The video, which has been widely distributed around the state, provided a glimpse into the Colorado Futures Center's Sustainability Study, released in December, which analyzes the fiscal health of Colorado government's main checking account for the decades ahead and builds on the widely-cited, award-winning study first completed in 2011.

F. Colorado State Set Sights on World's Largest Physics Lesson at Coors Field

Colorado State University's Little Shop of Physics attempted to set a Guinness World Record for the largest physics lesson at the fifth annual Weather and Science Day at Coors Field prior to the Colorado Rockies and San Francisco Giants game April 23. Little Shop staff, along with 150 CSU student volunteers and meteorologists led more than 13,000 Denver-area students through an hour-long interactive science lesson about air, energy and waves, and how these scientific principles explain the curve of a baseball and the patterns of our weather. Guinness is verifying the record.

SPECIAL REPORT – COST OF ATTENDANCE COMPARISON

Colorado Four-Year Institution Cost of Attendance

Board of Governors of the Colorado State University System
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Academic Year 2014-15

(Resident Tuition *after* COF applied)

Resident

Institution	Tuition	Tuition & Fees	Cost of Attendance (TF+RB)
Colorado State University	\$7,868.20	\$9,896.84	\$20,384.84
Adams State University	\$5,160.00	\$8,014.72	\$15,814.72
Colorado School of Mines	\$11,832.00	\$13,960.06	\$24,444.06
CSU - Pueblo	\$5,188.00	\$6,796.00	\$15,812.00
Fort Lewis	\$5,544.00	\$7,252.00	\$17,598.00
Colorado Mesa University	\$5,449.20	\$6,099.60	\$14,805.60
Metropolitan State College†	\$4,972.80	\$6,070.02	\$15,070.02
University of Colorado, Boulder	\$9,048.00	\$10,970.86	\$23,780.86
U. of Colorado, Colo. Spgs.	\$6,168.00	\$7,300.40	\$17,690.40
U. of Colorado, Denver	\$7,008.00	\$8,093.34	\$19,233.34
Univ. of Northern Colorado*	\$5,824.00	\$7,476.16	\$18,036.16
Western State Colo University	\$5,539.20	\$7,874.20	\$16,924.20

Non-Resident

Institution	Tuition	Tuition & Fees	Cost of Attendance (TF+RB)
Colorado State University	\$24,047.60	\$26,076.24	\$36,564.24
Adams State University	\$15,960.00	\$18,814.72	\$26,614.72
Colorado School of Mines	\$25,176.00	\$27,304.06	\$37,788.06
CSU - Pueblo	\$15,595.00	\$17,203.00	\$26,219.00
Fort Lewis	\$16,072.00	\$17,780.00	\$28,126.00
Colorado Mesa University	\$14,538.00	\$15,188.40	\$23,894.40
Metropolitan State College†	\$17,791.20	\$18,888.42	\$27,888.42
University of Colorado, Boulder	\$31,410.00	\$33,332.86	\$46,142.86
U. of Colorado, Colo. Spgs.	\$16,200.00	\$17,332.40	\$27,722.40
U. of Colorado, Denver	\$21,624.00	\$22,709.34	\$33,849.34
Univ. of Northern Colorado*	\$17,168.00	\$18,820.16	\$29,380.16
Western State Colo University	\$15,984.00	\$18,319.00	\$27,369.00

*UNC defines full-time tuition rate at 13 credit hours. All other tuition calculated at 12 credit hours

† Metro State is a commuter campus. Room and Board is represented by a private residential facility that also provides board options. <http://www.msudenver.edu/contact/faq/housing/>)

Board of Governors of the Colorado State University System

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Colorado State University Peer Tuition & Fees, Cost of Attendance.**Resident**

Institution	Tuition	Tuition & Fees	Cost of Attendance (TF+RB)
Colorado State University	\$7,868	\$9,897	\$20,385
Iowa State University	\$6,648	\$7,731	\$15,930
Kansas State University	\$6,578	\$7,390	\$15,500
Michigan State University	\$10,560	\$10,612	\$20,416
North Carolina State U.	\$6,038	\$8,296	\$18,326
Oklahoma State University	\$7,442	\$9,855	\$18,385
Oregon State University*	\$6,804	\$8,276	\$19,205
Purdue University	\$9,208	\$10,002	\$20,032
Texas A & M University		\$9,180	\$18,702
U.C. Davis*	\$11,220	\$13,896	\$28,622
University of Colorado	\$9,048	\$10,971	\$23,781
University of Illinois, Urbana	\$12,036	\$15,602	\$26,450
University of Tennessee	\$10,366	\$11,876	\$22,172
Virginia Tech	\$10,088	\$12,017	\$19,941
Washington State University	\$11,396	\$12,398	\$23,674

Non-Resident

Institution	Tuition	Tuition & Fees	Cost of Attendance (TF+RB)
Colorado State University	\$24,048	\$26,076	\$36,564
Iowa State University	\$19,534	\$20,617	\$28,816
Kansas State University	\$17,450	\$18,262	\$26,372
Michigan State University	\$27,972	\$28,024	\$37,828
North Carolina State U.	\$21,293	\$23,551	\$33,581
Oklahoma State University	\$20,027	\$22,440	\$30,970
Oregon State University*	\$22,068	\$23,540	\$34,469
Purdue University	\$28,010	\$28,804	\$38,834
Texas A & M University		\$26,356	\$35,878
U.C. Davis*	\$34,098	\$36,774	\$51,500
University of Colorado	\$31,410	\$33,333	\$46,143
University of Illinois, Urbana	\$26,662	\$30,228	\$41,076
University of Tennessee	\$28,556	\$30,066	\$40,622
Virginia Tech	\$25,515	\$27,444	\$35,972
Washington State University	\$24,478	\$25,480	\$36,756

*Quarter system tuition and fees - AY based on Autumn/Fall, Winter, Spring quarters.

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Note: Texas A&M tuition/ fees unavailable individually. Univ. of Tenn. and Va. Tech have additional out-of-state fees added in to cost of attendance. Oklahoma St. did not have new housing figures available; last year's in-situ.

Board of Governors of the Colorado State University System
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CSU: Delegable Personnel Actions

No action need. Report only.

EXPLANATION:

Presented by Tony Frank, President

At its August 3, 2012 meeting, the Board approved a resolution to expand the delegated and redelegable authority to the institutional Presidents to include approval, in accordance with Board-approved institutional policies: 1) sabbatical leaves and revisions to them; 2) emeritus faculty appointments; and 3) all requests for Leave without Pay, with periodic reports to the Board.

Board of Governors of the Colorado State University System

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	NAME	DEPARTMENT	FROM	TO	TYPE	LEAVE TYPE
1	Orange, Katharine Anne	Residence Life	3/25/14	3/31/14	12/Reg	LWOP/Illness
2	Grossman, Sean K	CEMML	2/11/14	4/30/14	12/Spec	LWOP/FMLA
3	Lowrey, Robert C. Jr.	Student Legal Services	4/7/14	4/22/14	12/Reg	LWOP/Departmental
4	Orswell, Forrest M	Student Legal Services	4/11/14	4/13/14	12/Reg	LWOP/Departmental
5	Elwyn, Aurie L	Hartshorn Health Services	3/10/14	3/31/14	12/Reg	LWOP/Personal
6	Butcher, Daniel	Music, Theatre, & Dance	4/22/14	5/6/14	9/Spec	LWOP/Personal
7	Hinton, Jessica Shively	CEMML	2/11/14	2/27/14	12/Spec	LWOP/Personal
8	Schaefer, Beryl S	Hartshorn Health Services	3/7/14	3/10/14	12/Reg	LWOP/Personal
9	DeRosby, Stephanie F	University Counseling Center	3/14/14	3/21/14	12/Reg	LWOP/Personal
10	Lively, Lisa	University Counseling Center	3/4/14	3/4/14	12/Reg	LWOP/Personal
11	Po, Melissa	Biology	4/11/14	4/20/14	12/Spec	LWOP/FMLA
12	Lavigne, Emily Josephine	Human Development & Family Studies	4/4/14	4/4/14	12/Spec	LWOP/Illness
13	Saunders, William H	CEMML	3/1/14	99/99/99	12/Spec	LWOP/Layoff
14	Olimpo, Joy Bauer	Center for Adv and Student Achiev	6/1/14	6/24/14	12/Reg	LWOP/Departmental
15	Wiseley, Walter	CEMML	4/14/14	99/99/99	12/Spec	LWOP/FMLA
16	Somprasong, Nawarat	Microbiology, Immunology, Pathology	5/22/14	6/25/14	12/Temp	LWOP/Maternity-Paternity
17	Orswell, Forrest M	Student Legal Services	5/8/14	5/12/14	12/Reg	LWOP/Departmental
18	Lowrey, Robert C. Jr.	Student Legal Services	5/5/14	5/20/14	12/Reg	LWOP/Departmental
19	Feldpausch, Nora	Hartshorn Health Services	5/22/14	5/22/14	12/Reg	LWOP/Personal
20	Elwyn, Laurie L	Hartshorn Health Services	4/1/14	4/24/14	12/Reg	LWOP/Personal

Board of Governors of the Colorado State University System

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21	DeRosby, Stephanie F	University Counseling Center	4/22/14	4/24/14	12/Reg	LWOP/Personal
22	Barrett, Mary F	Hartshorn Health Services	5/19/14	5/30/14	12/Reg	LWOP/Departmental
23	Wolfelt, Susan J	Hartshorn Health Services	5/21/14	5/30/14	12/Reg	LWOP/Departmental
24	Higgins, Jane A	Hartshorn Health Services	5/19/14	5/30/14	12/Reg	LWOP/Departmental
25	Mack, Virginia C	Hartshorn Health Services	5/1/14	5/30/14	12/Reg	LWOP/Departmental
26	Steinheber, Laura	Hartshorn Health Services	5/2/14	5/30/14	12/Reg	LWOP/Maternity-Paternity
27	Morse, Emily	Hartshorn Health Services	5/19/14	5/30/14	12/Reg	LWOP/Departmental
28	Vesty, Jill C	Hartshorn Health Services	5/1/14	5/30/14	12/Reg	LWOP/Departmental
29	Po, Melissa	Biology	5/14/14	6/2/14	12/Spec	LWOP/Maternity-Paternity
30	Ooi, Natalie Kooi Sim	Human Dimensions of Nat. Resources	5/5/14	5/16/14	9/Spec	LWOP/Maternity-Paternity
31	Sharkey, Moira	Alumni Relations	5/27/14	6/20/14	12/Reg	LWOP/Maternity-Paternity
32	Eaton, Samantha Bonnie	Fort Collins Diag Lab	4/28/14	5/2/14	12/Spec	LWOP/Personal
33	Schawel, Thomas B	Student Financial Services	4/8/14	4/30/14	12/Reg	LWOP/FMLA
34	Youssef, Sarah M	Civil & Environmental Engineering	5/17/14	7/13/14	12/Spec	LWOP/Departmental
35	Lively, Lisa	University Counseling Center	4/4/14	5/31/14	12/Reg	LWOP/FMLA
36	Brunk, Galen R	Bioagricultural Sci & Pest Management	5/1/14	99/99/99	12/Spec	LWOP/Disability
37	Phillips, Brenda Jeanne	Coop Inst for Res in the Atmosphere (4/1/14	6/30/14	12/Temp	LWOP/Departmental
38	Linn, Sophia E	Occupational Therapy	6/20/14	8/23/14	12/Spec	LWOP/Departmental
39	Tate, Cynthia	Ecosystem Science & Sustainability	6/1/14	7/31/14	12/Spec	LWOP/Personal
40	Cronk, Heather Quantz	CIRA	6/6/14	7/24/14	12/Spec	LWOP/FMLA
41	Miller, Kristine	Sponsored Programs	6/24/14	6/24/14	12/Reg	LWOP/Illness
42	Morse, Emily	Hartshorn, Health Services	6/2/14	99/99/99	12/Reg	LWOP/Departmental
43	Reynolds, Lindsay V	Resch Sci/Scholar II	6/4/14	10/31/14	12/Spec	LWOP/FMLA
44	Mack, Virginia C	Hartshorn Health Services	6/2/14	6/31/14	12/Reg	LWOP/Departmental
45	Higgins, Jane A	Hartshorn Health Services	6/2/14	6/13/14	12/Reg	LWOP/Departmental
46	Elwyn, Laurie L	Hartshorn Health Services	5/13/14	5/31/14	12/Reg	LWOP/Personal
47	Borthwick, Laurie A	Hartshorn Health Services	6/2/14	6/31/14	12/Reg	LWOP/Departmental
48	Barrett, Mary F	Hartshorn Health Services	6/4/14	6/30/14	12/Reg	LWOP/Departmental
49	Wolfelt, Susan J	Hartshorn Health Services	6/2/14	6/31/14	12/Reg	LWOP/Departmental
50	Vesty, Jill C	Hartshorn Health Services	6/2/14	6/31/14	12/Reg	LWOP/Departmental
51	Orswell, Forrest M	Student Legal Services	6/6/14	6/12/14	12/Reg	LWOP/Departmental
52	Lowrey, Robert C. Jr.	Student Legal Services	6/2/14	7/1/14	12/Reg	LWOP/Departmental
53	Bizu, Emilia	CEMML	6/10/14	7/7/14	12/Spec	LWOP/Personal
54	Demarest, Marvalee R	Continuing Education - Admin	6/27/14	8/11/14	12/Reg	LWOP/Illness
55	Dillsi, Laila Janin	Business & Financial Services	6/10/14	6/13/14	12/Reg	LWOP/Personal
56	Feldpausch, Nora	Hartshorn Health Services	6/26/14	6/31/14	12/Reg	LWOP/Personal
57	Lively, Lisa	University Counseling Center	6/2/14	6/31/14	12/Reg	LWOP/FMLA
58	DeRosby, Stephanie F	University Counseling Center	5/29/14	5/31/14	12/Reg	LWOP/Personal
59	Kannan, Srinivasa Ramanujam	Electrical Computer Engineering	5/31/14	99/99/99	12/Temp	LWOP/Other
60	Elwyn, Laurie L	Hartshorn Health Services	6/11/14	99/99/99	12/Reg	LWOP/Personal
61	Emerson, Susan E	Environmental & Radiological Health S	6/2/14	6/17/14	12/Temp	LWOP/Illness
62	Fetsko, Michael Nathan	CEMML	6/10/14	6/10/14	12/Spec	LWOP/Personal
63	Reynolds, Lindsay V	Biology	7/7/14	7/29/14	12/Spec	LWOP/FMLA
63	Albrecht, Tessa Ann	Biology	7/1/14	7/21/14	12/Spec	LWOP/FMLA

Section

12

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU Global Campus

COLORADO STATE UNIVERISTY SYSTEM CHANCELLOR'S REPORT

Board of Governors of the Colorado State University System
August 8, 2014

1. CSU-System Wide:

South Metro Initiative: Progress continues for our collaborative efforts in the South Metro area. Private partnerships will advance both our business and nursing programs.

Venture Capital Fund: Progress on several funded projects continues. We will share the June 31, 2014 reports with the Board as we consider another Venture Capital Fund round.

CSU and UTEP Water Initiative: On August 5, 2014 the Northern Rio Grande Higher Education Initiative kicked off at University of Texas El Paso, this is the water related partnership with the UTEP, the Colorado Water institute, CSU-Office of Engagement and others. The Business and Higher Education Forum has offered assistance in ongoing funding. Dr. Lou Swanson is leading this effort.

2. CSU-Pueblo: The System office has been working with President DiMare and her team on several initiatives aimed at reaching new student populations through partnerships and collaborative ventures. An alliance with Rocky Vista Osteopathic University is being considered.
3. CSU-Global Campus: Continue to work with Becky on potential Global Campus ventures.
4. CSU Fort Collins: Continue to work with VP-Provost Miranda and others on issues related to the Denver South Initiative. Dr. Ron Segal is building a viable program in Systems engineering and Dean Ajay Menon is leading development of programs in business.
5. Community Engagement: Much of June was spent on the road with Tony, Dorothy, Becky and others meeting with constituents and exploring new ways CSU's Land-grant System can serve.

6. CSU System Government Affairs: We've appointed a taskforce, led by CSU-Fort Collins to reconsider our approach to, and investment in Federal relations and agency linkages. This group will recommend structural as well as strategic change if called for.
7. State and National Involvement: HACU (Hispanic Association of Colleges and Universities), we continue to prepare for their 2014 Annual meeting in Denver. I continue to actively participate in DHE's CEO group and the Colorado Education Leadership Council. We are collaborating on some exciting opportunities with the Ute Mountain Ute Tribe and the Southern Mountain Ute Tribe with the System. We have also initiated collaboration with our College of Agricultural Sciences in Fort Collins, New Mexico State University, Utah State University and Diné College the Navajo Nation community College in Arizona to set up some 2 + 2 opportunities for students in Ag and Natural Resource management. I have been asked to serve on the Facilitation SME (Subject Matter Experts) Team for the HB 1319 project.
8. New Partnerships: As a result of statewide visits and other emerging conversations we are working on ways for our three CSU campuses to better serve Native Americans in the Rocky Mountain region. We have had a very productive meeting with the Southern Utes, the Ute Mountain Utes and Navajo. Likewise I have initiated discussion with Adams State University, Western State Colorado University, Fort Lewis, Colorado Mountain College and Otero Junior College on way we might collaborate in new and hopefully more effective ways.



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU - Global Campus

To: Board of Governors of the Colorado State University System
From: Mike Martin
Date: July 31, 2014
Re: Rich's summary of relocation considerations – CSU System Office Lease

The system office lease is up in October of 2015. In anticipation of this event we contacted the State Leasing agent Jones, Lang, LaSalle (JLL) to see what we should expect in regards to the future. Here are notable points/events that have occurred from those meetings:

1. JLL anticipates our lease costs will raise from \$27 per square foot (psf) to \$31 or \$32 psf as we are in premium space on an upper floor and that type of space has less than a 4% vacancy rate – meaning it is in high demand.
2. We have identified that we could reduce square footage from approximately 10,000 square feet (sf) down to 7500 sf if the CSU Executive Education program were to move with us or to about 5,200 sf should they move across the street to the CSU building (their preferred option).
3. The CSU building – 475 17th street – has offered us 5,200 sf of space at \$26 a sf and can facilitate the MBA program and board meetings in space that is already leased.
4. We have/will tour 7 properties with most ranging \$25-26 sf. Please see the attached map and summary of the properties.
5. JLL suggests if we want to move before next October we put our space on the market for sublease. We would do that by August 10th. This will allow us to “test” the market.
6. We have a goal to minimize tenant finish costs so will seek space that is as close to move-in ready as possible.
7. Outside of the 475 building the annual board meeting would need to be held in common conference space within any of the buildings under consideration.
8. Major cost savings would be achieved by a reduced per square foot price and leasing less space.
9. Staying in the current space may not be an option if the law firm on our floor moves out along with the MBA program as the landlord may want us to move as we would not then be leasing enough space.

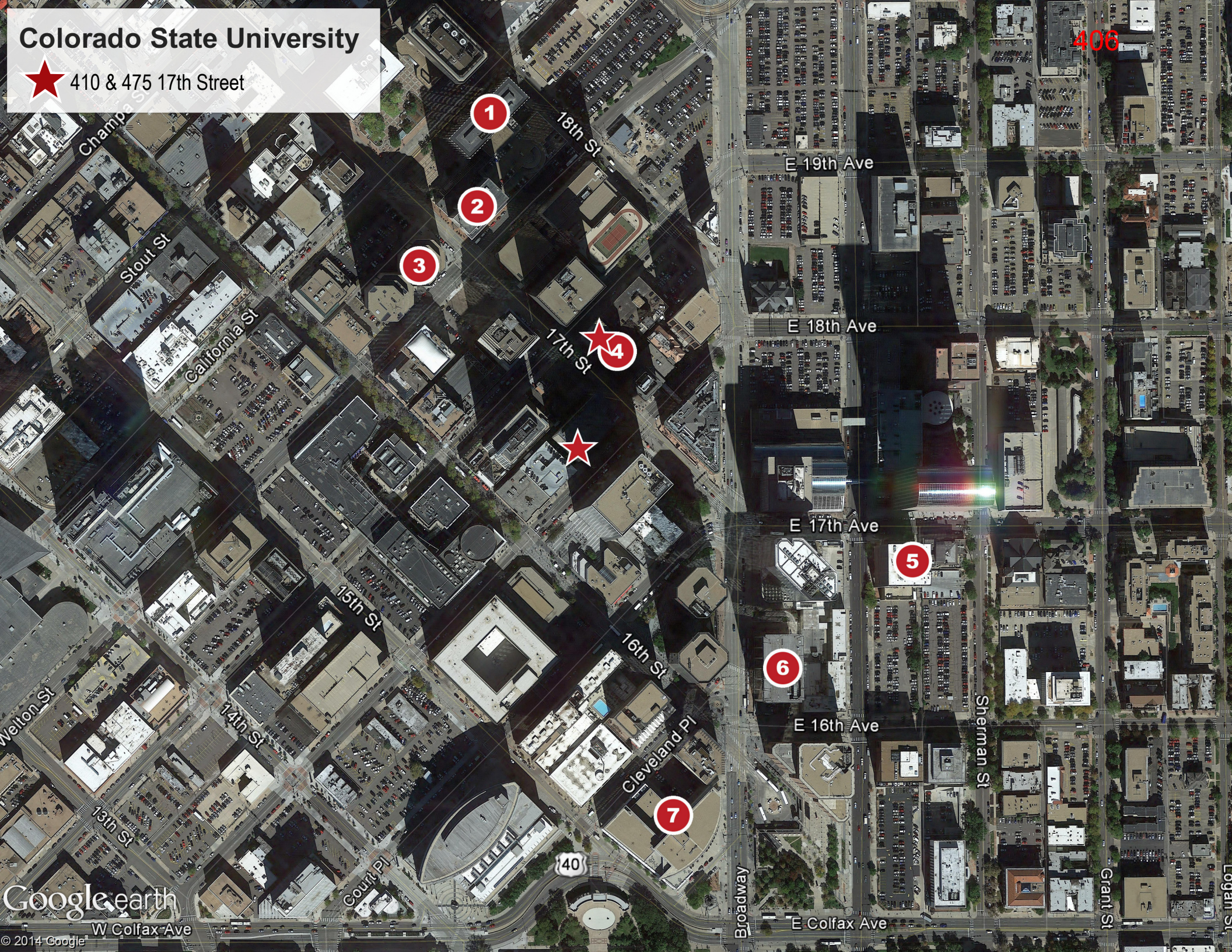
10. If both the Executive MBA and us move the annual rent savings would be as follows:
 - a. Assuming rent increases to \$31 sf at the 410 building and \$26 sf at the 475 building we would save \$115,000 annually.
 - b. Assuming we find space in another building and assuming rent of \$26 sf. the savings would come from reducing leased space to 7,500 sf. which equates to a \$65,000 per year savings.
11. If we stay in our current space and must keep leasing the 10,000 sf. then our rent will increase by at least \$40,000 per year.

CSU System Office Lease
Short list of potential properties
July 31, 2014

- Colorado Plaza Tower I
633 17th Street
Denver, CO 80202
Rate: \$25-27
- Colorado Plaza Tower II
621 17th Street
Denver, CO 80202
Rate: \$21-23
- Dominion Towers
600 17th Street
Denver, CO 80202
Rate: \$29
- 475 17th Street
Denver, CO 80202
Rate: \$20-26
- 1660 Lincoln Street
Denver, CO 80264
Rate: \$24.50-25.50
- Colorado State Bank
1600 Broadway
Denver, CO 80202
Rate: \$25-26
- Denver Newspaper Agency
101 W. Colfax Avenue
Denver, CO 80202
Rate: withheld

Colorado State University

★ 410 & 475 17th Street



406

1

2

3

★ 4

5

6

7

Section

13

System Wide Discussion Items

21st Century
Land Grant System
Report

Report and Recommendations: A CSU Land-Grant System for the 21st Century

Background

“In a very real sense, the land-grant university was christened as an agent of economic change and economic development.”

—G. Edward Schuh, University of Minnesota, 1984

The idea of the land-grant university arose in the middle of the 19th century around a set of converging social and cultural changes in the U.S. In an era of economic, social and political turmoil, U.S. Representative Justin Morrill, a Vermont native and son of a blacksmith, proposed the notion of government land-grants to support practical public education for the working classes. President Abraham Lincoln signed the first Morrill Act into law on July 2, 1862. This act dictated that proceeds from the sale of land in each state would be invested in a perpetual endowment to support colleges of agriculture and mechanic arts. The signing of the second Morrill Act in 1890, the Hatch Act in 1887 (to establish Agricultural Experiment Stations), and the Smith-Lever Act of 1914 that created the Cooperative Extension Service formed the basis of the land-grant model as it exists today.

The spirit of the Act was, and is, to enable all citizens of the United States to participate in the nation’s economic progress. After one hundred and fifty years of profound social and economic transformation in Colorado, the core values embodied in that spirit remain. The Colorado State University System today has a mission to “support, enhance, and protect the unique missions of its constituent institutions and to encourage collaboration that benefits students and Colorado.” We believe that taking a bolder, more innovative approach to collaboration – as outlined in this report – will help fulfill this mission and advance the unique missions of Colorado State University, Colorado State University-Global Campus, and Colorado State University-Pueblo.

The Challenge

With strong public funding support and scholarships to promote access, land-grant universities became a pivotal part of the American higher-education landscape in the 19th and 20th centuries. Today, that mission is jeopardized by dramatic cuts in state and federal support for higher education that threaten to push the cost of education beyond the reach of many Americans. The Colorado Futures Center at Colorado State University, in its 2013 forecast, predicts a \$1.52 billion gap between the cost of state programs and the availability of state funds to support them by FY2024-25. This gap is anticipated to force cuts to a variety of state programs, with higher education taking a disproportionate share of the cut.

Submitted by:

Dr. Jon Bellum, Provost and Senior Vice President, Colorado State University-Global Campus

Dr. Craig Beyroudy, Dean, College of Agricultural Sciences, Colorado State University-Fort Collins

Dr. Jane Fraser, Chair, Department of Engineering, Colorado State University-Pueblo

Dr. Rick Kreminski, Dean, College of Science and Mathematics, CSU-Pueblo

Dr. Ajay Menon, Dean, College of Business, CSU-Fort Collins; Committee Chair

Geniphyr Ponce-Pore, Assistant Director of Community and Economic Development, CSU-Fort Collins

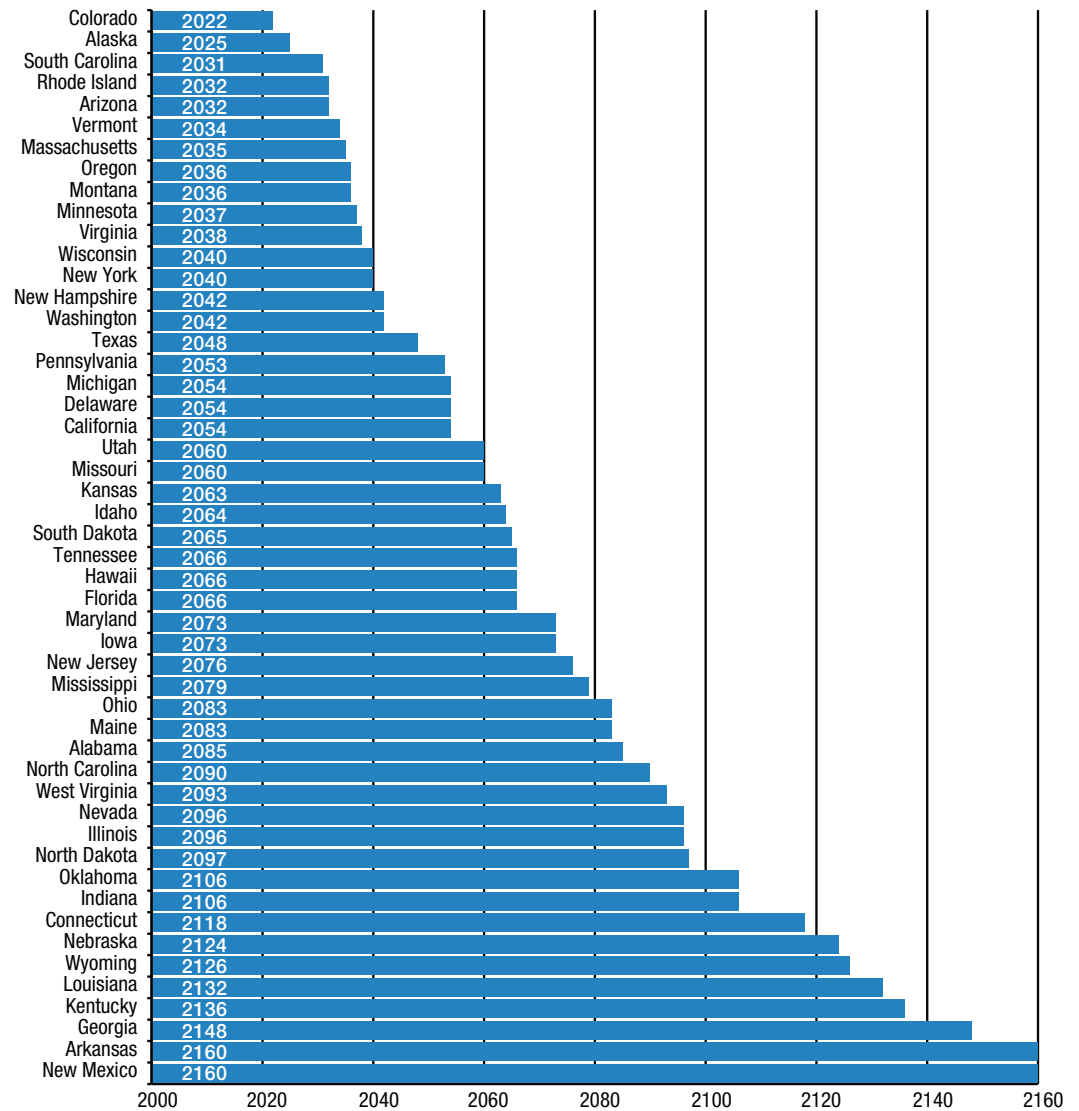
Kathay Rennels, Assistant Vice President of Community and Economic Development, CSU-Fort Collins

Dr. Carl Wright, Provost and Vice President for Academic Affairs, CSU-Pueblo

This committee was charged to map out a strategic framework that would position the Colorado State University System to lead the next great land-grant transformation – capitalizing on the unique nature of our three campuses to become a more fully realized land-grant system. This report comprises our recommendations to the CSU System and Board of Governors.

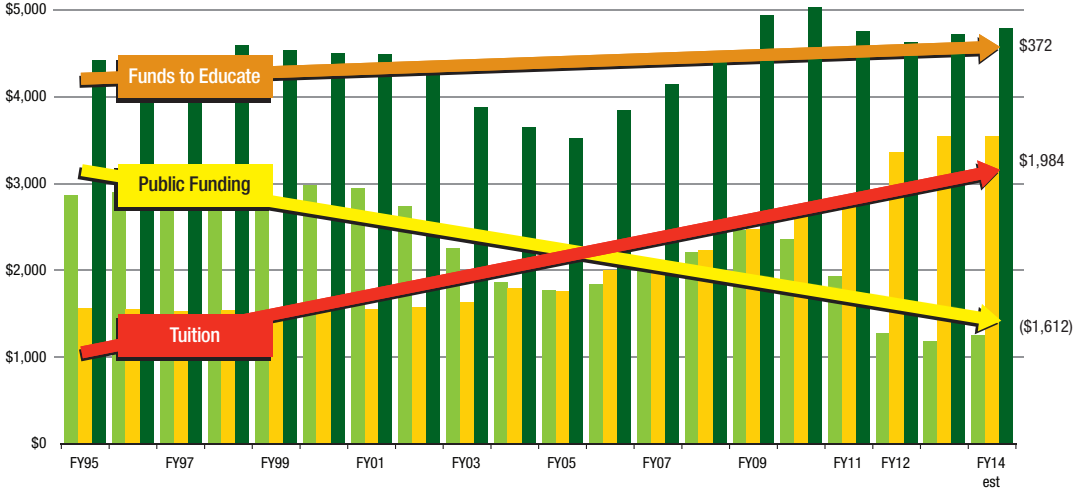
A number of other studies, including Mortenson's "Race to the Bottom" report from which the image below is taken, have projected that Colorado is on track to become the first state ever to fully defund its system of public colleges and universities.

State Higher Education Investment Reaches Zero by Year Based on Projection of Trend from 1980 Through 2013

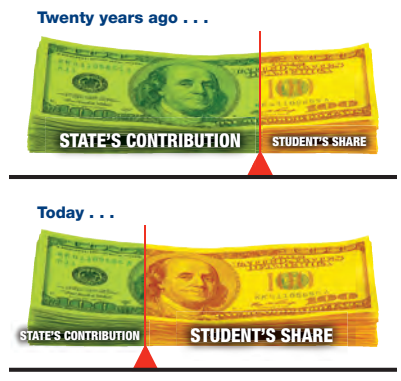


As state and federal funding declines, students and their families shoulder an increasing share of the cost for public higher education, which seriously endangers the land-grant mission of affordable and widespread access to a high-quality university education.

Inflation Adjusted Revenue per Resident FTE



- When adjusted for inflation, the cost to educate a student at CSU hasn't gone up in 20 years.
- But the cost burden has shifted. 20 years ago, the State of Colorado paid two-thirds of every student's education, and students paid a third.
- Today, students and their families pay two-thirds of the cost – putting a greater burden on students and driving a rise in student loan debt.



The CSU System is challenged to preserve its mission in the face of a very real threat to its funding base. To do so will require the system to seize new, strategic opportunities for collaboration and partnership that allow us to deliver high-quality education in new ways and enhance our value to the communities, industries, and individuals we serve. We believe the CSU System is uniquely positioned – given its research strengths, international reputation, and willingness to innovate – to transform its approach to engagement in a way that drives increased revenues and preserves access for Colorado students.

The Opportunity

In its three institutions, the System has the resources of:



- An internationally engaged major research university with strengths in the STEM disciplines, business, communications, and an established outreach infrastructure across Colorado.
- A regional comprehensive university with key strengths in key areas of workforce development and a distinct mission as a designated Hispanic-Serving Institution.
- An innovative online University and robust technological platform that provides access to excellent degree programs – and potentially non-degree badges – through cutting-edge delivery technologies.



We believe that, working together, the CSU System Universities can create an effective network focused on enabling solutions to critical economic, workforce, and community-development needs in Colorado and worldwide. In doing so, the System can redefine how a land-grant university reaches, touches, engages and partners with the people and businesses we serve, anticipating and developing informed solutions in response to complex societal and community challenges – and meeting people where they live to address their needs in strategic and proactive ways. This will mean taking advantage of opportunities to partner with public and private entities to address the challenge and harness new sources of revenue for the System and its institutions.

In short, we propose developing a networked system to which the CSU System brings its knowledge and expertise, and collaborators bring problems and resources, and together we work toward solutions to critical local, state, regional, national, and global challenges.



Proposal: eCenters for Colorado and Beyond

We propose the CSU System capitalize on the unique strengths of its three Universities – Colorado State University's 100+ years of engagement and outreach programs (Office of Engagement, CSU Extension, Colorado Water Institute, OnlinePlus, and Colleges' work with industry) coupled with CSU-Pueblo and CSU-Global Campus's commitment and efforts in engagement programs – to ensure the CSU System has embraced the land-grant mission across all its campuses and dimensions. To accomplish this, we recommend one of two options for moving forward:

- Creation of a Systemwide Office of Strategic Engagement, embedded in the Office of the System Chancellor, with a mission to further strategic objectives of mutual interest within communities, organizations and civil society at a regional, national, and global level. This office would work in collaboration with the Office of Engagement at Colorado State, which spearheads engagement at the statewide level for the System. This dual structure would lead the CSU system in forging strategic collaborations for mutual benefit, to which the System would bring to bear its skills, talents, and expertise in the areas determined by the community or region.

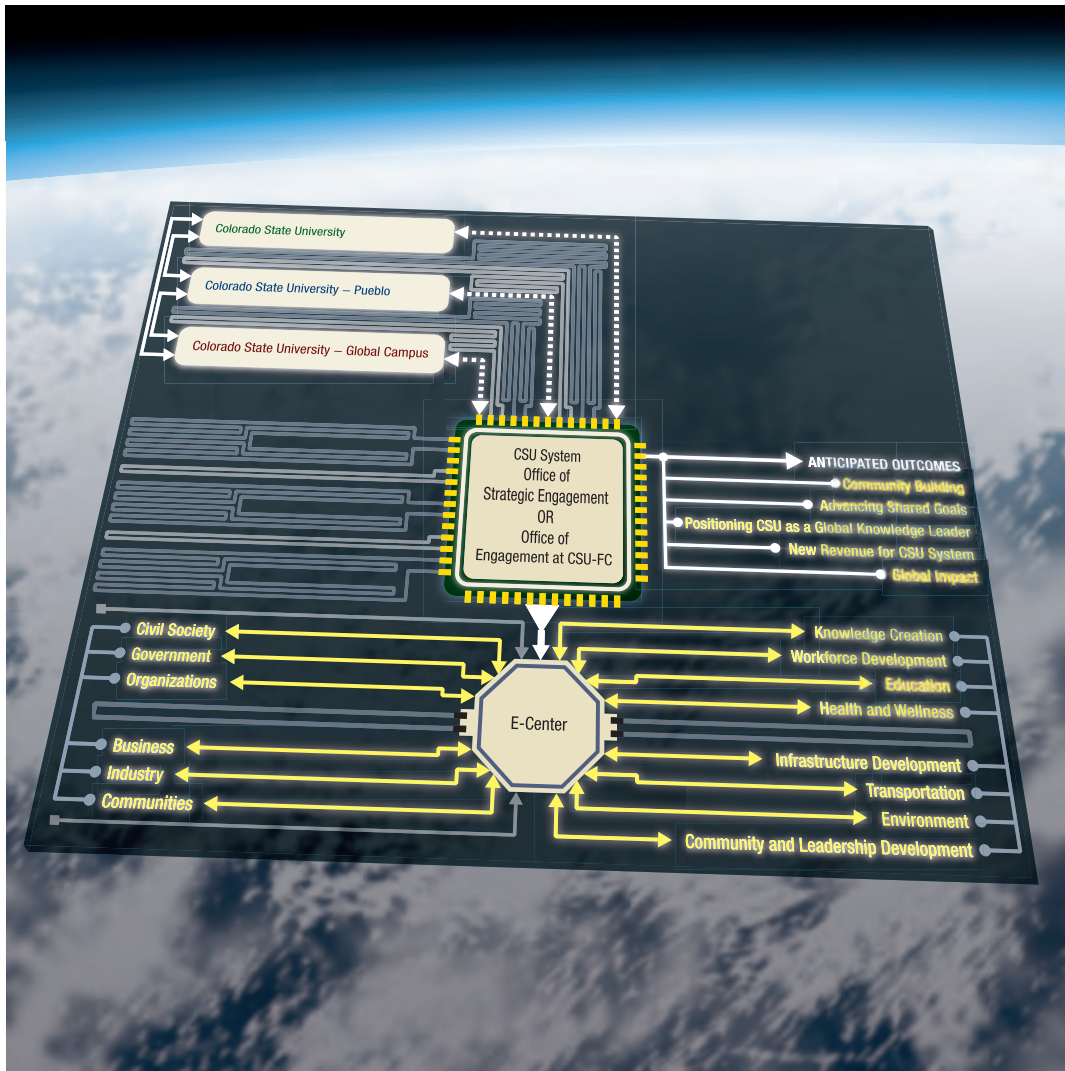
OR

- Charging the Office of Engagement at Colorado State University to coordinate efforts at a statewide level with CSU-Global and CSU-Pueblo and assigning leadership for other opportunities beyond Colorado on a case by case basis.

Given either option, within Colorado and beyond, the vehicle for pursuing these strategic objectives will be regional eCenters.

eCenters, as proposed here, will be a system of self-sustaining hubs of vibrant, creative, engaged community/business services and networking to address critical needs in Colorado, the region, and worldwide. These eCenters will foster locally or partner-driven economic, workforce, and community development and a coordinated approach to solutions that brings together local, regional, and international resources and partnerships. Through integrating the strengths of the three campuses, we can also create demand-driven, customized education and training through the eCenters that prepares a ready workforce and supports vibrant, prosperous communities.

The eCenter Concept



What is an eCenter?

An eCenter is a physical, regional center developed in collaboration with a community or partner that is reflective of the culture and responsive to the needs of the community it serves. The eCenters serve as a portal through which communities or clients can reach into the university to connect with engaged researchers who can help address community, state, regional, national and global needs. eCenters are networked across and supported by the CSU System, functioning as a coordinating partner with local, state, regional, national, and international government entities.

Within Colorado, this eCenter model will be coordinated by CSU's Office of Engagement and will build on earlier concepts of Lifelong Learning Innovation Centers and CSU's Northeast Colorado Engagement Center, expanding on those efforts with a statewide and Systemwide focus. Beyond Colorado, the new CSUS Office of Strategic Engagement – should the Board move in that direction – would take the lead initiating and managing projects that involve a community or research partnership or comprehensive project management on behalf of a corporate or government entity where CSU's research expertise can play a leadership role.

Colorado State University eCenters <i>Reimagining the Land-Grant Mission in the 21st Century</i>	
<p>EDUCATION</p> <ul style="list-style-type: none"> • Becoming the partner of choice for students at any life or career stage. • Providing the technology and connectivity, culture of learning, and physical spaces that support students of any age or career stage. • Helping faculty connect to new audiences and research opportunities. • Connecting students to internship opportunities and work experiences. • Providing a virtual learning network for online students. 	<p>EXPERIMENT</p> <ul style="list-style-type: none"> • Supporting and sharing applied research on request by organizations, associations, governments, and business to connect faculty interests community, state, regional, national, and global needs. • Providing a safe space for innovators, business, and entrepreneurs to test ideas, initiatives, and products (3D printers, kitchen spaces, maker spaces).
<p>EXTENSION</p> <ul style="list-style-type: none"> • Experts in their fields with offices in almost every county in Colorado, CSU Extension staff will continue to provide excellent technical assistance directly to communities, youth development, and programs addressing community health and wellness. 	<p>ENGAGEMENT</p> <ul style="list-style-type: none"> • Serving as a bridge between CSU and communities, governments, business, entrepreneurs, and industry on a local, state, regional, national, and global level. • Community training in workforce development, health and wellness, transportation, the environment, community leadership and development, education, and knowledge creation. • Facilitating community conversations to drive critical solutions.

Who benefits?

- CSU as a system benefits as we create a more networked working structure where we share best practices, solutions and connections. Within the system, we have much we can learn from each other, and the eCenters can help bring the best curriculum, research, or practices together to serve Colorado.
- Communities gain from a greater awareness of CSU's capabilities, expertise, and land-grant mission. eCenters offer access to research, expertise, and education.
- As a portal, faculty will gain expanded access to communities and research opportunities. Specifically, we would expect that they would be awarded additional grants with the ability to include engagement as part of their federal grant work. Faculty will also gain much needed administrative support from the eCenters for the engagement work they do.

- Students will gain access to expanded opportunities for internships or service-learning opportunities, as well as real-world experience working with communities on projects.
- Business and Industry will gain from a partnership with the eCenter by consistent presence and partnership with the CSU system.
- Potentially, this model will attract vitally needed revenue to the CSU System to further support the System's teaching, research, and service missions.

What are the benefits?

An eCenter connects potential partners to the CSU System, with its global reach and vast network of experts – serving as the portal to expertise and partners that would otherwise be unavailable to them. These connections result in tangible projects, partnerships, and solutions that address global, community, industry, and societal needs. eCenters also can provide a networked space for community gathering and delivery of online credit and non-credit courses; an opportunity for development and delivery of customized curricula for training and development; and a vehicle for multiple points of entry into the CSU System and its network.

At times, solutions to community and societal issues don't lie within the CSU System, but with another agency or organization. In those instances, the eCenter serves as a portal to other organizations, using its network to identify and connect communities with other government, education, industry, and community partners. By providing a vehicle through which to engage all three CSU campuses, this model effectively creates a working Land-Grant System for Colorado that also enables the System to extend its global involvement to greater strategic advantage.

Types of Programming and Services Offered through the Proposed eCenters:

Below are examples of services, research, programs, instruction, and emerging opportunities that the CSUS campuses might potentially connect with the eCenters. For a more detailed list of CSU assets that could feed into the eCenter model, see Addendum A.

Workforce development

Communities and industry need neutral, objective, high-quality information regarding their local workforce and economy. The CSU System has the expertise and position to deliver actionable data to communities and organizations that supports their ability to strategically plan, pursue grants, identify gaps, develop local solutions, and identify assets they otherwise would not. Services that can be helpful include: staffing pattern analysis, economic analysis, job trends, occupational profiles, and data that brings communities together to increase graduation rates, help new workers or career changers to get needed training, and recruit the kind of business to a community where both the employees and the business can succeed.

Community and Leadership Development

As a system, CSU offers short online tutorials that focus on important areas of leadership that can be offered to local non-profit organizations and businesses. Professional certification programs such as IFRS, Lean Manufacturing, Business Intelligence, Mobile Application Development, and Executive and mid-level management training. We can also offer community facilitation for communities that are critical in identifying new ways to solve complex issues through the Center for Public Deliberation.

Economic Development

Many of our CSU System entities – including the Regional Economic Institute, the Institute for Entrepreneurship, the Powerhouse, the College of Business, the Idea-to-Product lab, the Engineering College and other programs – can help communities and partners identify opportunities and challenges to grow their economies. We can also offer interesting, relevant student intern experiences and opportunities for community-based research through the eCenter platform.

Education

The unique programs of the CSU System – such as the new, fully online K-12 Principal licensure program at CSU-Global Campus and the collaborations with the Business Technology Center (housed in PEDCO) – can provide required curricula for partners and clients. By engaging communities and industry in the development of customized curricula and programming for credit, non-credit, and badged programs, we can dramatically expand our audience, engage more learners, and develop the most relevant courses. CSU eCenters can provide the internet connection, networking and meeting space, and the support needed for online learners across rural Colorado.

Health and Wellness

Health and wellness continue to be top of mind for many communities; connecting communities to the teaching and research we do, as well as connecting students to real-life experience, is critical for CSU. Programs we can highlight are undergraduate and graduate degrees in Healthcare Management, which could develop programming in nutrition and wellness, Environmental research on water-related issues, or the resources of the School of Public Health. We can facilitate the convergence of efforts by organizations that currently do not work together (such as the Colorado Rural Health Association with Extension) to have greater impact and more efficient utilization of limited resources to address the needs of Colorado.

Illustration of How an eCenter Approach Would Work:

Scenario 1:

- Several businesses in a region are struggling to grow due to a lack of trained employees. After participating in several community and economic development events and meetings and hearing the common issue, a CSU Engagement professional identifies several companies to more clearly define the needs. Examples of potential trainings that could result could be a specific OSHA orientation, a leadership skills workshop to help managers advance, or CAD training that is needed by local architects, machine shops, and local contractors who are responding to demands for online CAD work from across the globe.

The Engagement Professional would then bring the businesses together with the workforce development system, interested representatives of the economic development community, industry representatives, and CSU, and would host a facilitated conversation. As the process moves forward, training and education needs are identified and, with all the stakeholders in the room, a strategy developed to address it. Finally, the Engagement Professional works with CSU OnlinePlus, and industry representatives to develop an online or hybrid training for the businesses.

The eCenter Engagement Professional identifies the need, facilitates the conversation, brings the best of CSU and other partners to address the issue, and assures follow up. We bring organization, neutrality, expertise, connections and choreography to address the issues no one stakeholder can address alone.

Scenario 2:

- Using CSU data, the State of Colorado has identified regional economic drivers across Colorado. This data has also been distributed to all the eCenters, who in turn are able to share it with local communities, work-force centers, Chambers of Commerce, county and city/town staff, and economic development agencies. As the regions all now share this common data, the engagement centers are able to host and facilitate community conversations. Bringing together diverse partners, these conversations are facilitated by professional CSU eCenter staff or faculty who want to work with communities on scenario planning, public deliberation of critical and difficult issues, and asset-based development. This brings skills and capacity to rural regions that would not be available without an eCenter. For faculty, it helps them reach communities they would struggle to find or reach without the eCenter staff.

Rough Budget and Staffing Requirements Per eCenter

eCenter Director: \$60-80K/annually + benefits

1/2-time Staff Assistant: \$20K/annually + benefits

Non-Staffing Costs to get an eCenter up and running: \$42K-\$125K

(See Addendum B for More Detailed Cost Estimate)

Challenges

- Current financial challenges at CSU-Pueblo may limit System resources that can be directed to new initiatives.
- The eCenter model builds on CSU's historic outreach infrastructure and partners with Extension, Agricultural Experiment Stations, and other CSU units, but eCenters are separate and distinct entities from these offices.
- The current human resource policies would need to adapt to be more enterprise-oriented and project management structure would require a more responsive, agile and accelerated timeline.

Projected Outcomes

- Re-emphasizing the value and purpose of the land-grant university in the hearts and minds of Coloradans by being where they can see us serving
- Advancement of mutual goals (between CSU and collaborating partners)
- Community Building
- Expanded global impact
- Expansion of CSU's brand as a global knowledge leader
- New revenue to the CSU System and its campuses

Next Steps and Timelines

- TBD following Board of Governors review and depending on budget allocations.

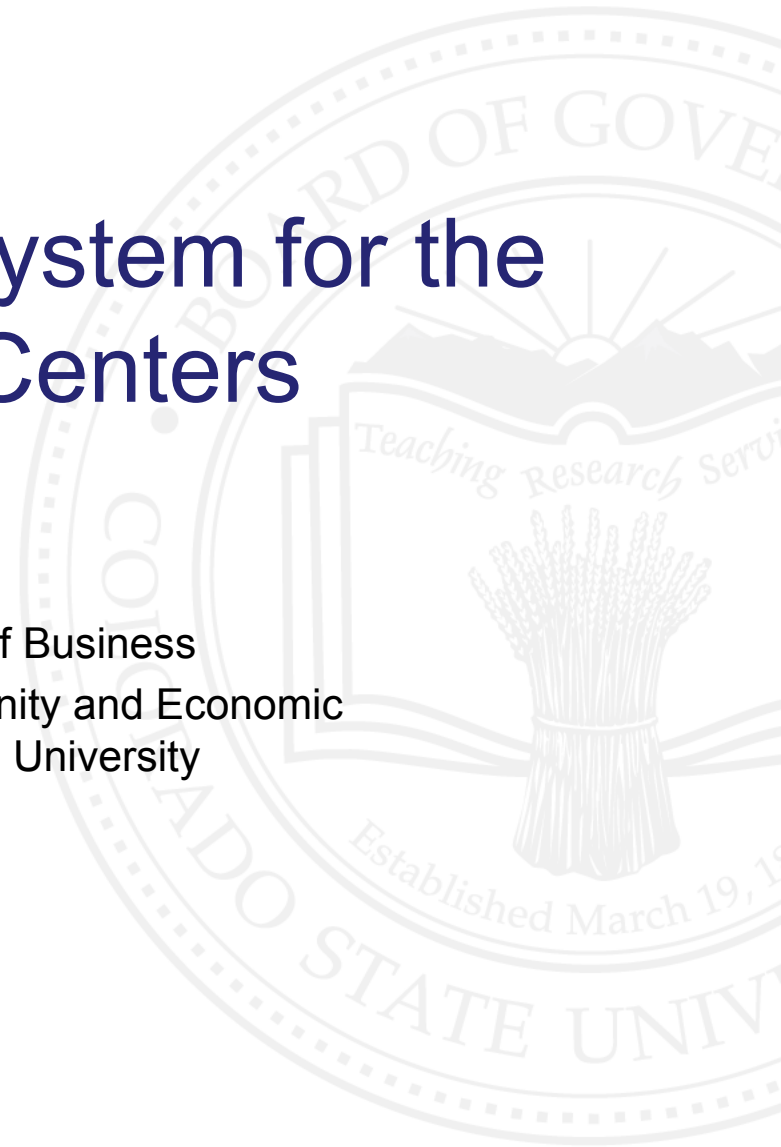
A CSU Land-Grant System for the 21st Century: eCenters

Presented by;

Ajay Menon, Dean, College of Business

Kathay Rennels, Asst. VP of Community and Economic
Development, Colorado State University

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Committee Members

- Chair: Dr. Ajay Menon, Dean, College of Business, CSU
- Dr. John Bellum, Provost and Senior VP, CSU-Global Campus
- Dr. Craig Beyroudy, Dean, College of Agricultural Sciences, CSU
- Dr. Rick Kreminski, Dean, College of Science and Mathematics, CSU-Pueblo
- Dr. Jane Fraser, Chair, Engineering Department, CSU-Pueblo
- Geniphyr Ponce-Pore, Asst. Director, Office of Community and Economic Development, CSU
- Kathay Rennels, Asst. VP for Community and Economic Development, CSU
- Dr. Carl Wright, Provost/VP for Academic Affairs, CSU-Pueblo
- Cara Neth, Office of the President, CSU (staff support)

Charge to the Committee

- Devise a strategic framework to position the CSU System as a more fully realized land-grant system for the 21st Century
- How can we make the CSU System more relevant to Colorado, region, and globally by capitalizing on unique nature of the three CSUS campuses?

Challenge/Opportunity

- To fulfill our land-grant mission, CSU needs to connect even more effectively with communities
- Better connections bring new opportunities, new relationships, new relevance
- Communities across Colorado support CSU and are ready to engage – how can we make this happen?

Proposal: eCenters

Colorado State University eCenters

Reimagining the Land-Grant Mission in the 21st Century

EDUCATION

- Becoming the partner of choice for students at any life or career stage.
- Providing the technology and connectivity, culture of learning, and physical spaces that support students of any age or career stage.
- Helping faculty connect to new audiences and research opportunities.
- Connecting students to internship opportunities and work experiences.
- Providing a virtual learning network for online students.

EXPERIMENT

- Supporting and sharing applied research on request by organizations, associations, governments, and business to connect faculty interests community, state, regional, national, and global needs.
- Providing a safe space for innovators, business, and entrepreneurs to test ideas, initiatives, and products (3D printers, kitchen spaces, maker spaces).

EXTENSION

- Experts in their fields with offices in almost every county in Colorado, CSU Extension staff will continue to provide excellent technical assistance directly to communities, youth development, and programs addressing community health and wellness.

ENGAGEMENT

- Serving as a bridge between CSU and communities, governments, business, entrepreneurs, and industry on a local, state, regional, national, and global level.
- Community training in workforce development, health and wellness, transportation, the environment, community leadership and development, education, and knowledge creation.
- Facilitating community conversations to drive critical solutions.

What is an eCenter?

- How it works
- How it will help communities
- What we've learned from Sterling
- Benefits to the CSU System
 - heightened visibility
 - perceived increase in relevancy
 - strengthened industry partnerships
 - expanded opportunities for faculty and students

How CSU-Pueblo will benefit

- Rewards strong community presence
- Showcases what CSU-P is already doing and provides a bigger platform for those activities
- Additional resources without additional burden

Budget: Operating

Annual Operating Costs - Smaller eCenter:

Staffing Costs (includes benefits @ 26%):

eCenter Manager	56,700
Office Manager	44,100
Total Staff Costs	<u>100,800</u>

Travel	10,000
Rent	25,000
Utilities	24,000
Equipment, maintenance, supplies	20,200
	<u>79,200</u>

Total Annual Operating Costs	<u><u>180,000</u></u>
------------------------------	-----------------------

Budget: Operating

Annual Operating Costs - Larger eCenter:

Staffing Costs (includes benefits @ 26%):

eCenter Manager	56,700
eCenter Associate Manager ⁽⁴⁾	50,400
Office Manager	44,100
Total Staff Costs	<u>151,200</u>
Travel	13,000
Rent	25,000
Utilities	24,000
Equipment, maintenance, supplies	22,000
	<u>84,000</u>
Total Annual Operating Costs	<u><u>235,200</u></u>

⁽⁴⁾ Additional personnel needed once larger eCenter is established and operating at full capacity

Budget: One-Time

Proposed Locations				
<u>Sterling</u> ⁽³⁾	<u>Pueblo</u>	<u>Mesa</u>	<u>Denver</u>	<u>Total</u>
\$ -	70,000	70,000	-	\$ 140,000
-	50,000	50,000	50,000	150,000
\$ -	120,000	120,000	50,000	\$ 290,000

One-Time Costs:

Tenant Finish (rented space)⁽¹⁾

Furniture, Fixtures & Equipment⁽²⁾

Total One-Time

- ✓⁽¹⁾ Anticipate Denver eCenter to co-locate with Denver Extension Office
- ✓⁽²⁾ Computers, furniture, smart boards, etc.
- ✓⁽³⁾ Sterling eCenter in 3rd Year of Operations

Budget

	<u>Sterling</u>	<u>Pueblo</u>	<u>Mesa</u>	<u>Denver</u>	<u>Total</u>
<u>Annual Operating Costs - All eCenters:</u>					
Staffing Costs (includes benefits @ 26%):					
eCenter Manager	56,700	56,700	56,700	56,700	226,800
eCenter Associate Manager	-	50,400	-	50,400	100,800
Office Manager	44,100	44,100	44,100	44,100	176,400
Total Staff Costs	<u>100,800</u>	<u>151,200</u>	<u>100,800</u>	<u>151,200</u>	<u>504,000</u>
Travel	10,000	13,000	10,000	13,000	46,000
Rent	25,000	25,000	25,000	25,000	100,000
Utilities	24,000	24,000	24,000	24,000	96,000
Equipment, maintenance, supplies	20,200	22,000	20,200	22,000	84,400
	<u>79,200</u>	<u>84,000</u>	<u>79,200</u>	<u>84,000</u>	<u>326,400</u>
Total Annual Operating Costs	<u>180,000</u>	<u>235,200</u>	<u>180,000</u>	<u>235,200</u>	<u>830,400</u>

Where to House?

- CSU Office of Engagement
- CSU System

Athletics Reports

August 2014

- Colorado State University
- Colorado State University-Pueblo

Colorado State University
Department of Athletics

FY 15 Budget Proposal and Supporting Projections

Expenditures	Proposed						
	Estimated FY 14	Budget FY 15	Projected FY 16	Projected FY 17	Projected FY 18	Projected FY 19	Projected FY 20
1 Financial Aid	\$ 7,372,638	7,687,638	7,995,144	8,314,949	8,647,547	8,993,449	9,353,187
2 Salaries and Benefits	14,184,979	14,817,387	15,261,909	15,719,766	16,191,359	16,677,100	17,177,413
3 Debt Service	377,856	377,856	377,856	377,856	377,856	377,856	377,856
4 Operations	9,413,516	9,413,516	9,648,854	9,890,075	10,137,327	10,390,760	10,650,529
5 Camps	800,000	800,000	800,000	800,000	800,000	800,000	800,000
6 Trade Outs	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000
7 Total Expenditures	\$ 33,348,989	34,296,397	35,283,762	36,302,647	37,354,090	38,439,165	39,558,985
8 Potential Ops Inflation (2.5% of Line 4, see also line 24)	-	235,338	241,221	247,252	253,433	259,769	266,263
9 Total Expenditures with Inflation	\$ 33,348,989	34,531,735	35,524,984	36,549,899	37,607,523	38,698,934	39,825,249
Revenues							
10 University Support (inc by change in lines 1 and 2)	\$ 9,357,570	10,304,978	11,292,343	12,311,228	13,362,671	14,447,746	15,567,566
11 Student Fees	5,347,680	5,401,541	5,536,580	5,674,994	5,816,869	5,962,291	6,111,348
12 Camps	800,000	800,000	800,000	800,000	800,000	800,000	800,000
13 Trade Outs	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000
14 Self Generated Revenue	11,651,500	12,333,605	12,950,285	13,597,800	14,277,689	14,991,574	15,741,153
15 Total Revenue	\$ 28,356,750	30,040,124	31,779,208	33,584,021	35,457,229	37,401,611	39,420,067
16 Net (Line 15 minus 9)	(4,992,239)	(4,491,611)	(3,745,776)	(2,965,877)	(2,150,294)	(1,297,323)	(405,182)
17 Reserve - Beginning Balance	1,512,988	270,748	-	-	-	-	-
18 Ending Reserve Target	(432,166)	-	-	-	-	-	-
19 Approved Reserve Utilization	\$ 1,080,822	270,748	-	-	-	-	-
20 Alabama Game Guarantee	750,000	750,000	-	750,000	750,000	-	-
21 BC/UTEP Game Guarantee	-	200,000	750,000	-	-	-	-
22 Michigan Game Guarantee	-	-	-	-	-	750,000	750,000
23 Net After 1x Money	\$ (3,161,417)	(3,270,863)	(2,995,776)	(2,215,877)	(1,400,294)	(547,323)	344,818
24 University Investment in Potential Ops Inflation (See also Line 8)	-	235,338	241,221	247,252	253,433	259,769	266,263
25 Net After University Inv. In Ops Inflation	(3,161,417)	(3,035,525)	(2,754,554)	(1,968,625)	(1,146,861)	(287,554)	611,082
26 Additional Target SGR	\$ 3,161,417	3,035,525	2,754,554	1,968,625	1,146,861	287,554	-

Colorado State University Department of Athletics Report to the Board of Governors

August 2014

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

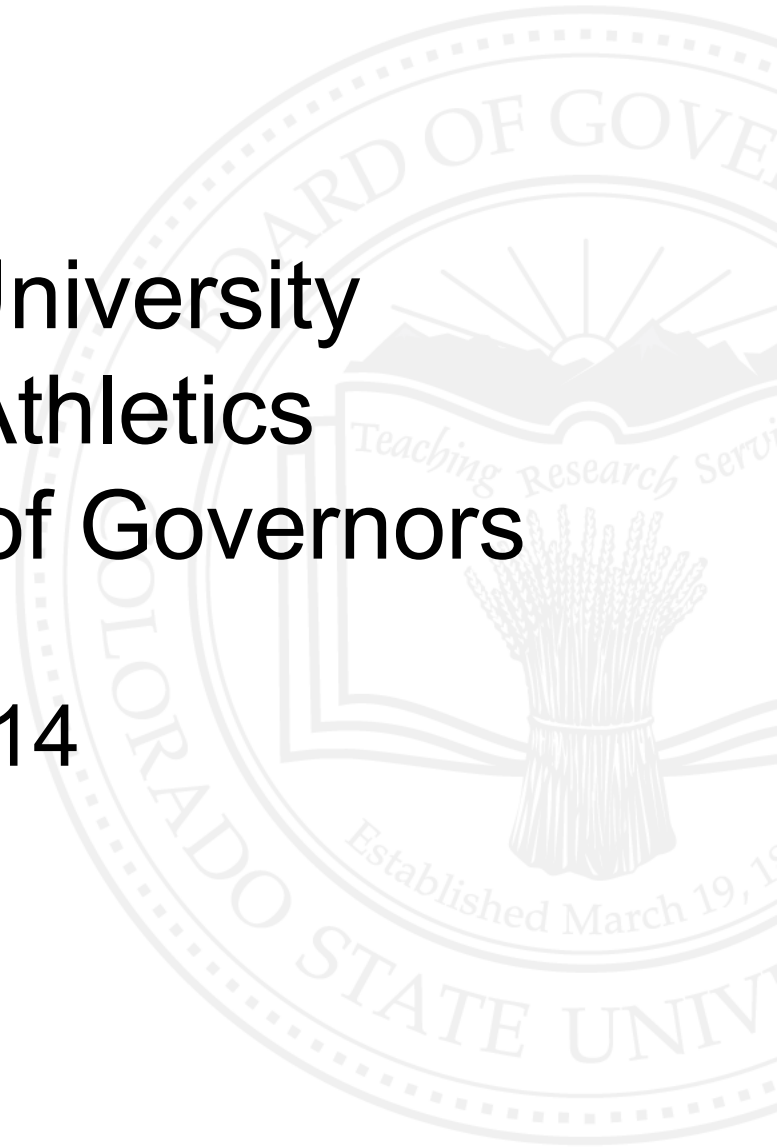


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I. Academic Performance Report

- Graduation rates
- Academic Progress Rate (APR)
- Team GPAs

II. Athletic Performance Report

III. Other Notes

Academic Performance - Graduation Rates

Rate	CSU Student-Athletes	All CSU Students	NCAA Div. I Student-Athletes	All NCAA Div. I Students	MW Student-Athletes (avg.)	All MW Students (avg.)	Rank in MW
Federal Graduation Rate	67%	63%	65%	63%	59%	53%	1 st
NCAA Graduation Success Rate (GSR)*	83%	N/A*	81%	N/A*	77%	N/A*	3 rd

*The NCAA Graduation Success Rate (GSR) cannot be calculated for non-athletes because it takes NCAA eligibility rules into account.

Academic Performance - Graduation Rates

- Comparison of Colorado State University student-athletes to peer institutions and CU:

FEDERAL GRADUATION RATE		NCAA GRADUATION SUCCESS RATE (GSR)	
Illinois	77%	Illinois	90%
UC-Davis	77%	Virginia Tech	90%
Michigan State	73%	UC-Davis	87%
Virginia Tech	71%	Michigan State	87%
Purdue	71%	Colorado State	83%
Washington State	69%	North Carolina State	82%
Colorado State	67%	Colorado	81%
Texas A&M	66%	Purdue	80%
Iowa State	64%	Iowa State	79%
North Carolina State	63%	Oregon State	79%
Oregon State	63%	Washington State	78%
Kansas State	63%	Texas A&M	77%
Colorado	61%	Kansas State	77%
Tennessee	61%	Tennessee	75%
Oklahoma State	56%	Oklahoma State	74%

Academic Performance - APR

SPORT	Single-Year Rates				Multiyear Rates (4 cohort years)			
	2010-11	2011-12	2012-13	3-year trend	2010-11	2011-12	2012-13	3-year trend
Men's Basketball	940	966	981	+41	953	955	971	+18
Men's Cross Country	1000	1000	1000	NC	985	985	1000	+15
Football	954	916	940	-14	954	947	943	-11
Men's Golf	971	949	1000	+29	978	966	964	-12
Men's Indoor Track	968	973	980	+12	972	973	978	+6
Men's Outdoor Track	968	973	980	+12	972	973	978	+6
Women's Basketball	925	1000	1000	+75	959	952	959	NC
Women's Cross Country	976	1000	1000	+24	994	1000	994	NC
Women's Golf	1000	1000	938	-62	1000	1000	983	-17
Women's Soccer	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Softball	957	1000	987	+30	967	972	969	+2
Women's Swimming	992	971	964	-28	983	981	981	-2
Women's Tennis	1000	1000	1000	NC	993	992	1000	+7
Women's Indoor Track	961	975	944	-17	973	975	961	-12
Women's Outdoor Track	961	975	944	-17	977	979	965	-12
Women's Volleyball	1000	957	1000	NC	1000	995	989	-11

Notes:

1. APR measures semester-by-semester retention and eligibility rates for current scholarship student-athletes and is designed to predict future graduation rates.
2. A perfect APR score is 1000. The NCAA imposes penalties when the multiyear rate (4 cohort years) is below 930.
3. APR scores have not yet been calculated for 2013-14.
4. There is no APR for women's soccer because it was not a Division I NCAA sport at CSU until 2013-14.

Academic Performance – Team GPAs ⁴³⁷

SPORT	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Men's Basketball	2.75	2.51	2.48	2.45
Football	2.29	2.51	2.48	2.47
Men's Golf	2.88	2.89	2.96	3.17
Men's XC & Track	3.08	2.94	3.08	3.21
All Male Student-Athletes	2.60	2.67	2.70	2.71
Women's Basketball	3.35	3.28	3.31	3.48
Women's Golf	3.20	3.04	3.17	3.44
Women's Soccer	N/A	N/A	2.97	3.07
Softball	2.99	3.27	3.30	3.30
Women's Swimming	3.01	3.26	3.14	3.03
Women's Tennis	3.26	3.33	3.29	3.34
Women's XC & Track	3.12	3.35	3.26	3.26
Women's Volleyball	3.30	3.25	3.06	2.81
All Female Student-Athletes	3.12	3.25	3.21	3.20
All CSU Student-Athletes	2.85	2.94	2.94	2.94
All CSU Students	2.95	2.99	2.97	3.00

2013-14 Athletic Performance

SPORT	CONFERENCE RECORD	OVERALL RECORD	CONFERENCE FINISH	COMMENTS/POST SEASON
Men's Basketball	7-11	16-16	9th	Did not qualify for NCAA Tournament
Men's Cross Country	N/A	N/A	2nd	Qualified for NCAA Championships for the first time in 9 years; finished 26th overall
Football	5-3	8-6	3rd	Beat Washington State in New Mexico Bowl; first bowl game since 2008
Men's Golf	N/A	N/A	5th	Did not qualify for NCAA Championships
Men's Indoor Track	N/A	N/A	2nd	1 individual qualifier for NCAA Championships
Men's Outdoor Track	N/A	N/A	2nd	1 individual qualifier for NCAA Championships
Women's Basketball	15-3	25-8	1st	Won first MW regular season championship since 2002 Runner-up in MW Tournament NIT Tournament: Lost in 1st round
Women's Cross Country	N/A	N/A	3rd	Did not qualify for NCAA Championships
Women's Golf	N/A	N/A	8th	Did not qualify for NCAA Championships
Women's Soccer	1-9	2-13-3	11th	Inaugural season of Division I women's soccer at CSU; did not qualify for NCAA Championships
Softball	13-11	32-17	6th	Did not qualify for NCAA Championships
Women's Swimming	N/A	N/A	10th	Did not qualify for NCAA Championships
Women's Tennis	0-6	3-14	11th	Did not qualify for NCAA Championships
Women's Indoor Track	N/A	N/A	4th	1 individual qualifier for NCAA Championships
Women's Outdoor Track	N/A	N/A	3rd	3 individual qualifiers for NCAA Championships
Women's Volleyball	19-1	28-2	1st	Won fifth consecutive MW Championship; qualified for the NCAA Tournament for the 19th consecutive year; team was upset in opening round.

- Wilma Rudolph Award

- Track & field athlete Ashley Reid became the first Ram student-athlete to receive the Wilma Rudolph Award from the National Association of Athletics Academic Advisors.
- The Wilma Rudolph Award is a prestigious national award given to a student-athlete who overcomes significant personal, academic or emotional odds to achieve academic success. A video about Ashley and the award can be viewed at:
<http://www.youtube.com/watch?v=apSTc40E7C0>

- Mountain West Scholar-Athlete of the Year

- Christian Meyer (cross country/track) was named the Mountain West Male Scholar-Athlete of the Year.

Other Notes

- Conference Academic Recognition
 - A record 74 Ram student-athletes were named Mountain West Scholar-Athletes.
 - 141 Ram student-athletes received Academic All-Conference honors.
- NCAA Postgraduate Scholarships
 - Two Ram student-athletes were awarded NCAA postgraduate scholarships.
 - Christian Meyer (cross country & track) is pursuing a Ph.D in Physics at Vanderbilt University.
 - Chloe Phillips (cross country & track) is pursuing a Master's in Occupational Therapy at CSU.

Other Notes

- Conference Player of the Year
 - Samantha Peters (women's volleyball) was named the Mountain West Player of the Year.
- All-Conference Recognition
 - 39 Ram student-athletes named to All Mountain West Conference teams.
- Coaches of the Year
 - Ryun Williams (women's basketball) was named the Mountain West Coach of Year and the NCAA Region 7 Coach of the Year.
 - Tom Hilbert (women's volleyball) was named the Mountain West Coach of the Year for the 9th time in the 15 years since the conference was created.
- NFL Draft
 - Two Ram football student-athletes were drafted in the first three rounds of the 2014 NFL draft (Weston Richburg – 2nd round; Crockett Gillmore – 3rd round).
 - Richburg was the highest drafted Ram since 1987.



CSU-Pueblo
Department of Athletics
Report to the Board of Governors

August 2014

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

THE **PACK** WAY

- DO THINGS THE RIGHT WAY
- RETAIN AND GRADUATE OUR STUDENT ATHLETES
- DOMINATE THE RMAC
- GAIN NATIONAL PROMINENCE IN DII
- INSURE STUDENT ATHLETES LEAVE UNIVERSITY EQUIPPED FOR SUCCESS

“DEVELOPING CHAMPIONS THROUGH ATHLETICS”

Academic Performance

- 3.04 GPA for all student athletes (Sp14)
- 81% retention rate (F12 to F13)
- 82 SA RMAC All-Academic Recognitions
- 8 COSIDA Academic All District
- 4 COSIDA All Americans
- Brandon Kliesen (FB) First-Team Academic All-American
- Kacy Griffin (VB) RMAC Academic Player of the Year
- 8 Softball team members made RMAC All Academic

Graduation Rates

Rate	CSU- Pueblo Student Athletes	All CSU- Pueblo Students	NCAA DII Student Athletes	All NCAA DII Students	RMAC Student Athletes Avg.	Rank in RMAC
Federal Graduation Rate	62%	34%	54%	48%	51%	4 th
NCAA Academic Success Rate	65%**	N/A*	71%	N/A*	73%	7 th

*The NCAA Graduation Academic Success Rate (ASR) is not calculated for non-athletes.

**04-05 ASR 77%, 05-06 ASR 70%

Team GPAs

	Spring 2013	Fall 2013	Spring 2014
Men's Soccer	3.02	2.81	3.04
Women's Soccer	3.13	3.04	3.00
Volleyball	3.35	3.19	3.36
Football	2.74	2.61	2.78
W. Tennis	3.56	3.47	3.26
M. Tennis	3.7	3.21	3.52
W. Golf	3.3	3.09	3.10
M. Golf	3.56	2.82	3.20
Softball	3.35	2.89	2.87
Baseball	2.65	2.62	2.64
W. Cross Country	2.48	3.26	3.24
W. Track & Field	2.82	2.94	3.32
M. Basketball	2.35	2.5	2.47
W. Basketball	2.93	3.04	3.18
Wrestling	2.73	2.42	2.60
Average	3.04	2.93	3.04

2013-14 Athletics Recap

- Fall

- Football
- Women's Soccer

- Winter

- Wrestling

- Spring

- Baseball
- Softball
- Women's Track



2013-14 Recap Cont.

- Darius Allen (FB) – Gene Upshaw Award for National Defensive Player of the Year
- Two PACK Football players signed with NFL teams
 - Darius Millines – Oakland Raiders
 - Mike Pennel – Green Bay Packers
- Mike Fabrizio (BB) – RMAC Pitcher of the Year
- Added 6 new sports and soccer/lacrosse complex
- 13 of 16 programs advanced to post season play
- 4th in RMAC Cup



2013-14 Athletic Performance

<u>Sport</u>	<u>Overall</u>	<u>RMAC</u>	<u>Post Season</u>
Football	11-1	9-0	Qualified for playoffs WON RMAC
W. Soccer	7-10	4-10	Did not qualify for playoffs
M. Soccer	4-13-1	3-10-1	Did not qualify for playoffs
Volleyball	10-19	7-12	Did not qualify for playoffs
M. Basketball	15-12	13-9	Qualified for playoffs Lost in RMAC Shootout Semi-Finals
W. Basketball	22-9	18-4	Qualified for playoffs Lost in RMAC Shootout Semi-Finals Lost in NCAA South Central Regional Quarterfinal
Wrestling	4-8	2-4	Placed 5/10 at NCAA DII West Super Regional RMAC Championship 2 All Americans Placed 23 rd at NCAA DII Championship
Softball	27-21	23-11	Qualified for RMAC Tournament, lost in 2 nd Round
Baseball	29-24	23-15	Qualified for RMAC Tournament, lost in Championship Game
M. Tennis	7-13	2-3	Qualified for RMAC Tournament, lost in RMAC Semi Final
W. Tennis	8-12	2-3	Qualified for RMAC Tournament, lost in RMAC Semi Final
M. Golf	N/A	N/A	Runner Up RMAC Champions/NCAA Qualifier
W. Golf	N/A	N/A	RMAC Champions
W. Cross Country	N/A	N/A	Placed last in RMAC Championship
W. Track & Field	N/A	N/A	Placed 6/10 in RMAC Championship

PACK QUICK FACTS

- Membership Affiliation: NCAA II, Rocky Mountain Athletic Conference (RMAC)
 - Over 300 members in DII
 - RMAC membership consists of 16 schools located in Colorado, Nebraska, South Dakota, New Mexico and Utah
- 22 sports programs; 11 male, 11 female
- 420 student athletes; projected 550 student athletes in 2014-15
- Support Staff (Adm/Trainers/Strength): 14 FT, 5 PT
- Coaching Staff (FT/PT/Vol): 27 FT, 13 PT, 12 Vol.

NCAA DII Philosophy

- Life in Balance
- Partial Scholarship Model
- University Academic Profile
- University Enrollment Growth
- Front Porch for Universities



Section

14

Board Meeting Evaluation

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APPENDICES

Appendix I

Correspondence

CSUS Board of Governors Correspondence Received 6/13/14-7/31/14				
<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response Sent</u>
6/15/2014	letter	Dorothy E. Hull, Ph.D.	CSU-Global Commencement	6/25/2014
6/18/2014	email	Tom Linnell	stadium	
7/5/2014	email	Waydene Pixler	stadium	
7/10/2014	letter	anonymous	student health care plan	
7/15/2014	letter	Lawrence Taub	Todos Santos	cc'd
6/30/2014	email	Tom Linnell	stadium	
6/24/2014	email	Carl Wangsvick	stadium	cc'd
7/17/2014	email	Carl Wangsvick	stadium	7/21/2014
7/29/2014	email	Tom Linnell	stadium	7/31/2014
7/30/2014	email	Bob Vangermeersch	stadium	
7/31/2014	email	Clark Atkinson	stadium	7/31/2014



BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

410 Seventeenth Street, Suite 2440 • Denver, Colorado 80202
Phone (303) 534-6290 • FAX (303) 534-6298 • www.csusystem.edu

June 25, 2014

Dorothy E. Hull, Ph.D.
801 Greenbriar Drive
Fort Collins, CO 80524

Dear Dr. Hull:

Thank you for your recent letter regarding the CSU-Global Campus commencement. Your comments are greatly appreciated, both personally and as the Chair of the Board of Governors. It was thoughtful of you to recall our common connection in the CSU community college leadership doctoral program.

The CSU System Board of Governors was truly forward-thinking when the decision was made to establish CSU-Global Campus. As you noted, this innovative institution was created to assist adult learner with degree completion and to assist with career advancement. The example of your daughter's completion of her Master's degree, while working under trying circumstances, is a prime example of the good work being done through CSU-Global Campus.

During this past legislative session, Senate Bill 114 expanded the role and mission of CSU-Global Campus to provide baccalaureate degrees for first-time first-year freshmen adult learners. In Colorado, this means that residents 23 years or older who meet Colorado Department of Higher Education criteria for moderately selective institutions or who meet the transfer requirements of 12 credit hours or less may now seek a degree through CSU-Global Campus. We are excited about the prospects of serving even more citizens here in our great state as well as adult learners from other parts of the nation and internationally.

Recognizing our nation's veterans at the commencement was a reflection of the commitment that has been made by CSU-Global Campus to serve our veterans. We were honored to be able to include your husband and father-in-law in this recognition. The faculty and staff at CSU-Global Campus and at its sister campuses, Colorado State University and Colorado State University-Pueblo, continue to expand and find new ways to serve both active-duty and veterans.

Thank you again for your positive communication. Your letter will be shared with the Board of Governors and President Takeda-Tinker.

Sincerely,

A handwritten signature in cursive script that reads "Dorothy A. Horrell".

Dorothy A. Horrell
Chair
Colorado State University System Board of Governors

801 Greenbriar Drive
Fort Collins, CO 80524
June 10, 2014

Chair Dorothy Horrell, Ph.D.
Board of Governors
Colorado State University System
410 17th Street
Suite 2440
Denver, CO 80202

Dear Dr. Horrell:

Our entire family attended the Commencement ceremonies of our daughter, Jennifer Hillmann, on June 7, 2014 at the 1st Bank Center, Broomfield, Colorado. We wish to commend you for your exceptional commencement address, the Colorado State University System Board of Governors, President Becky Takeda-Tinker, the faculty, and staff for an impressive ceremony.

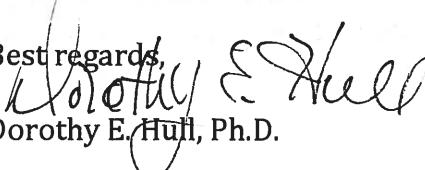
The prime mission of providing independent access to an accredited career advancement degree program on-line for the working non-traditional adult is truly a unique vision. Evidence of its need is reflected in the enrollment increase Colorado State University-Global has experienced these past several years.

We were particularly impressed with the inclusion and appreciation extended to our country's veterans, posting of the colors, and being a top rated military-inclusive institution. Jennifer's father and father-in-law were heartened to stand and be recognized for their service to our country.

Establishing Colorado State University-Global Campus was indeed a forward thinking idea designed to fit into the busy lives of working adults. Our daughter's ability to pursue her Masters of Science degree in Organizational Leadership was possible due to its existence. As the Interim Public Information Officer for the Sheriff's Department of Larimer County, their Department faced many long challenging hours in 2012 with the High Park Fire, and in 2013 with the historic flooding of counties in northern Colorado. Despite these unique circumstances she was able to continue her studies and complete her Masters Degree due to this innovative, higher learning opportunity.

I believe you and I completed our doctoral programs through the Community College Leadership /Higher Education Program at C.S.U. Your name was often mentioned as an inspiration. Being a first generation scholar from a rural background I related with the challenges you faced and appreciated the high achievements you have attained. I wanted you to know you are greatly admired.

Thank you for all your work and efforts in providing opportunities to countless students during your professional career.

Best regards,

Dorothy E. Hull, Ph.D.

Teufel, Sharon

From: Tom Linnell <at.linnell@gmail.com>
Sent: Wednesday, June 18, 2014 12:15 PM
To: CSUS Board; presofc
Cc: cityleaders; chancellor; BOCC@larimer.org; ASCSU President; john.kefalas.senate; kevin@kevinlundberg.com; joann.ginal.house@state.co.us; randyfischer@frii.com; jeni james arndt
Subject: June mailing

Dear Governors,

I am writing on behalf of the group Save Our Stadium Hughes (SOSH). Since January, we have been sending you articles from the local press related to the proposed new stadium at CSU-Fort Collins. This month, we are sending you just one of the many letters and editorials we have seen, because it is of exceptional quality.

Alice J. Bradie wrote a soapbox editorial in the Coloradoan on May 23 entitled "It's Time to Look at True Costs of New Stadium and Ask Why." She identifies herself as a 10 year resident of Fort Collins, a retired CFA, and a "Wall Street professional." She is not a participant in the SOSH group.

Alice states that some 30 years ago she was the director of corporate finance for the New York State Urban Development Corporation. She headed an evaluation of a proposal to replace Shea Stadium when it was the home of both the New York Jets and the New York Mets. She describes a comprehensive study of renovating versus building new, including assessing comparable projects and completing an environmental impact study.

You will be interested in the conclusion that she reports: "There was no economic merit whatsoever to building a new stadium." (They went on to improve Shea Stadium at 10 percent of the cost of building new, and it served the Mets well for another 25 years, according to her summary).

Further, they determined that other new stadium construction and maintenance had often "necessitated increases in various local taxes...(and)...frequently resulted in the need for the locality to increase debt to fund the costs."

Ms. Bradie's next-to-last paragraph is worth quoting in full. "In all these instances, the direct--and usually only--economic beneficiary of the stadium project was the development team and construction company that built it. The costs, grossly in excess of forecast, were borne by the residents of the locale in which the stadium was built."

Her report is consistent with published research and opinions of leading sports economists in the current era. In fact, three top sports economists have visited Fort Collins at the invitation of SOSH, reviewed the CSU proposal, and drawn conclusions similar to what Ms.

Bradie reports--that the new stadium as proposed will be a financial burden on the University and the community.

We only differ with her concluding statement: "It may be time for a different state entity to look closely into why development of this new CSU stadium has been racing forward unstopably." We would say to her that we have looked high and low for a state entity to look closely into it, and it comes down to this--the relevant entity is you, the CSU Board of Governors.

If you do not inject some common sense and a proper regard for expert research and opinion, all is lost. The biggest losers will be the students, whose tuition and fees cannot help but rise again.

You all have the necessary expertise in economics and business, as well as commitment to the fundamental purposes of the University.

Please represent the people of Colorado at this most important junction in our history.

Thank you.

Sincerely,

Tom Linnell, for SOSH
at.linnell@gmail.com
 970-988-9954

Teufel,Sharon

From: Stephanie Pixler <spixler@students.naropa.edu>
Sent: Saturday, July 05, 2014 10:53 PM
To: Frank,Tony; chancellor@colostate.edu; Teufel,Sharon; Henley,Kyle
Subject: Stadium Input

To whom it may concern:

I urge you to be democratic in regards to your stadium- I consider it a waste of land,time, and money. As a community we should have the ability to vote which I presume that the majority of students, staff,faculty, and residents would decline the proposal. I say we should put the mission of reduce reuse and recycle to WORK and revive the Hughes stadium.

We don't want our town to have the traffic that boulder does come game day.

Sincerely-

Waydene Pixler

Rec'd 7-10-14

June 25, 2014

Colorado State University System

Office of the Chancellor

410 17th Street, Suite 2440

Denver, CO 80202

Dr. Michael Martin

CSU System Chancellor

Office of the Board of Governors- Sharon Teufel

Executive Assistant to the Board

RE: Colorado State University Fort Collins – Student Health Insurance Requirements

Dear Chancellor and Board of Governors:

My child is a student at CSU in Fort Collins. This summer we have received information regarding the requirement that each student must have a health care plan that meets a \$2500 deductible. I am in the process of filing the Waiver Appeal because our family health insurance plan has a higher deductible.

This is outrageous!!! Who are you to tell us what our insurance plan should be? As a family of four, and small business owners for the past 12 years, we have been paying for our own health insurance. We get no perks from any government agency, or large corporation. As the cost of health insurance has gone up, we have had to adjust our deductible in order to be able to lower the monthly premiums. 12 years ago we had a \$2500 deductible, but we have had to make several changes over the years to keep the premium payments below \$1000/ month. Yes, that is \$1000 / month. As of now, our deductible is \$5000 per person, and \$17,000 per family through a private insurance plan. Just so you know, we are all in excellent health, and have no on-going health issues.

We refuse to get on an Obamacare plan, because we cannot keep our own doctors, even though Obama said "you can keep your plan and your doctors". After looking through the plans, I don't even know if a \$2500 deductible plan is available. We want to keep our doctors and quality of care, and Obamacare doesn't offer that.

The Board of Governors is out of touch with the families and students at CSU. We are a hard working family of four we don't need you telling us what our insurance plans should be, if you don't like the plan that we have, and you require a different plan, then CSU should pay for it and NOT charge the students. We pay enough already for tuition, books and assorted other "miscellaneous" fees.

I am withholding my name, so as not to get targeted by any officials.

Rec'd
7-10-14

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FOREVER
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Colo. State University System
Office of Board of Governors
410 17th St. # 2440
Denver CO 80202

60202442615

LAWRENCE STEVEN TAUB
COUNSELLOR AT LAW, P.C.
1000 Cordova Place, Suite 618
Santa Fe, New Mexico 87505-4647
Tel: 505-984-3222 • email: LST@nets.com

11 July 2014

Anthony A. Frank, President
Colorado State University
102 Administration
0100 Campus Delivery
Fort Collins, Colorado 80523-0100

Re: Todos Santos, BCS Mexico

Dear President Frank,

Accompanying this cover note is an important letter from a group of Todos Santos landowners extremely concerned about the looming impact on the continuing availability of a limited water resource to the residents of our pueblo. Additional issues that will be brought to the fore in the near future include the already over taxed water delivery capacity of the current municipal system, strain on overstretched town services, and the threat to the local cultural heritage from the impending MIRA development Tres Santos with the participation of Colorado State University. This massive development (causing growth of up to four times the current population of Todos Santos) will forever change the character of our much loved community. It is a mystery to growing numbers here why CSU would choose to be involved with this project, especially given your Colorado specific land grant mission, ecological goals and deep roots in a fragile world. It is an unconscionable fact that this assault on our pueblo was spawned and is being planned and directed from the Rocky Mountains, fifteen hundred miles away from our peaceful shores, for no other reason than to make a buck.

Self Interest is the engine of commerce; ethical behavior and sustainable living, not facilitating investor profit, should be your primary focus in selecting a location for a new campus.

Please respond through my office as the CSU liaison.

Sincerely,



Lawrence Taub

Attachment, as noted

Via Federal Express, Tracking # 7705 7769 1788

COPY

06 July 2014
Todos Santos, BCS, Mexico

Anthony A. Frank, President
Colorado State University
Fort Collins, Colorado

Dear President Frank,

We are writing on behalf of local citizens who have become increasingly alarmed at our rapidly diminishing water supply. Severe drought coupled with the growth of the community has taxed our water resource far beyond its capacity to supply current local needs. Many homes receive water only once or twice per week. Climatic change is upon us and even the most optimistic forecasts for the future of our local water supply would not be adequate to supply the needs of the Tres Santos development or your satellite university designed for approximately 40 live-in students plus educators, visitors, administration, and staff.

We recently met with two representatives of CSU (Kim Kita and Oscar Felix) explaining our concerns over water in some detail. We emphasized that we were not opposed to a stand-alone learning center, especially if it were better designed to meet the needs of local students and greater community. We raised the question of why CSU was not partnering with the university in La Paz as it has done with the Universidad Autónoma de Yucatán. This would avoid the serious conflict of CSU's association with a real estate development whose only goal is profit. Apparently the only reason they have included CSU is so MIRA can offer their sales team the opportunity to market "life-long learning" to potential second homebuyers from Canada and the USA. It would be naive to believe MIRA's goal is for the future good of our community. If not for MIRA's self-serving interests - a legitimate question is: would CSU even have considered setting up its first international campus in Todos Santos?

Your literature and that supplied by Tres Santos states that the local residents of this pueblo are enthusiastic about this coming development; we beg to differ. As community awareness increases as to the scope of this project, most specifically the threat to our local water supply, any such enthusiasm is waning, especially as more and more residents are turning on their taps to silence.


Baja has a number of failed developments, all begun with promises of community betterment, assurances that water and power would be provided so as not to tax the local resource and of course, all environmental standards would be met. Perhaps your personnel responsible for due diligence should investigate Black Creek Group with a bit more diligence, in particular Paraiso del Mar, in La Paz. This spectacular failure, which dominates the skyline of La Paz as it slowly crumbles, was apparently a past venture that included participation by Black Creek.

COPY

As citizens who are about to be severely and negatively impacted by the CSU / MIRA axis we deserve honest answers from those who are in charge. Two months ago Susana Mahieux wrote to you and has yet to receive a response from you, only a communication from the project director. Kim and Oscar are fine representatives of CSU, but honestly, they are staff carrying out directives, they are not the decision makers. Thus, we ask when will you be able to visit Todos Santos and honestly address our citizens and explain CSU's involvement, address how an institution that considers itself 'green' that will teach sustainability can justify this project and the MIRA association; and answer two pervasive questions from our local residents, being – why doesn't CSU just partner with USBCS in La Paz and not drain the resources of our town and secondly, when they open will our children be able to attend CSU here in Todos Santos and receive their degrees from an American university?

In conclusion we would like to state our position: it is appropriate for CSU and every other new institutional and commercial member of a desert community experiencing a severe drought, to identify and secure a source of water, both for construction and future operations, that supply being sole and separate from the town's limited resource, with that information being publically disclosed and the usage governmentally approved before starting or continuing any construction that involves the use of water.

Working cooperatively we have a chance of making your presence here in Baja a success. We have only the best interests of our community as our motivation in writing you.




Susana Mahieux



John McNeerney



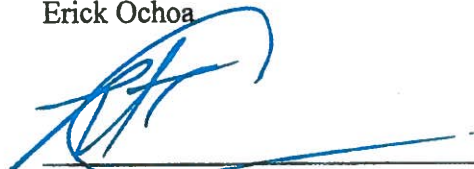
John Moreno



Erick Ochoa



Oscar Rosales



Lawrence Taub

Via Federal Express

Circulation List Attached

COPY

CIRCULATION LIST

Attached to 06 July 2014 Letter sent to:

Anthony A. Frank, President,
Colorado State University, Fort Collins, Colorado

Regarding: Todos Santos, BCS, Mexico

Colorado Governor John W. Hickenlooper
Dr. Michael Martin, Chancellor, Colorado State University System
✓ Dorothy Horrell, Chair, Colorado State University System Board of Governors
Dr. Rick Miranda, Provost and Executive Vice President, Colorado State University
Dr. Mary Stromberger, Chair, CSU Faculty Council
Jason L. Johnson, Esq., Deputy General Counsel, Colorado State University System
Amy Parsons, Vice President for University Operations, Colorado State University
Kim Kita, Director of Special Projects & Partnerships, Colorado State University
Oscar Felix, Associate Vice President & Executive Director, VP for Diversity, CSU
Dr. Paul Doherty, Associate Professor, Colorado State University
Dr. Kate Huyvaert, Associate Professor, Colorado State University
Skyler W. Leonard, News Editor, The Rocky Mountain Collegian, CSU
Eric Larsen, Senior Editor – Government, Fort Collins Coloradoan
Anthony Cotton, Reporter – Higher Education, The Denver Post

COPY

Teufel, Sharon

From: Arthur Thomas Linnell <at.linnell@gmail.com>
Sent: Monday, June 30, 2014 8:47 PM
To: CSUS Board
Subject: Taxpayers need to see CU, CSU game plans | Editorial | Northern Colorado Business Report

Northern Colorado BUSINESS REPORT

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EDITORIAL

Taxpayers need to see CU, CSU game plans

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June 27, 2014

[Click to enlarge.](#)

Colorado's two largest research universities – Colorado State University and the University of Colorado-Boulder – are getting way ahead of themselves and leaving taxpayers behind.

Both of these behemoths have opted to move forward with expensive football stadium construction projects without meeting their commitments to taxpayers to disclose how much private cash they have raised to offset the costs.

Their respective governing boards apparently think that's OK because they approved moving forward with the projects despite the failure to disclose each school's private fundraising progress.

The University of Colorado-Boulder, whose Board of Regents is elected, several weeks ago signed off on a groundbreaking for the redo of Folsom Field, the Buffs' stadium, even though the athletic department had not disclosed how much of the \$47.6 million in private money it promised to raise has actually come in.

A similar process occurred at CSU. It too is governed by a public board, although that body is appointed.

What gives? We think these boards are out of touch with the taxpayers who built these institutions to begin with and who continue to fund them. You can argue as long as you like about how little state funding these universities receive these days and how much private funding they now must rely upon. But in our view, this absolutely does not erase their obligation to inform the public about how much or how little private cash they've promised to raise to give their beloved football stadiums facelifts and new life.

The city of Fort Collins has become concerned enough about the CSU project that it is contemplating forcing the university to sign an intergovernmental agreement detailing the costs the city will have to absorb to create the infrastructure the new stadium will require. This is a step in the right direction because it brings a small measure of transparency and cost accountability to the project.

We call on the CSU board and the CU board to require these schools to disclose how much private money has been raised to offset the cost of these projects and to disclose on an ongoing basis how much private and public money is being spent.

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Teufel, Sharon

From: Carl Wangsvick <cwangsvi@yahoo.com>
Sent: Tuesday, June 24, 2014 5:51 PM
To: City Council
Cc: CSUS Board
Subject: 142 million?
Attachments: Council on DRP.pdf; BOG Dec Listjpg.jpg; BOG New Plans jpg.jpg; BOG Past Approved jpg.jpg; BaadeBaumannMatheson_CollegeFootball.pdf; tri-state-craigimpacts.pdf

Dear Council,

Here is some info I thought you might like to have.

thanks!

Carl Wangsvick

Dear Council,

Just a note on the latest “revelation” of economic impacts of the stadium, as reported in today’s Coloradoan. Quite a tale.

1. The financial impact of building a stadium is indisputable. Only the positive temporary construction revenue is mentioned by the report. (It may, in fact, be underestimated, as the stadium will cost 30-75 %, so construction revenues will too.) The report shows an average of 78 jobs per year from our county, not city, but for three years only. Not bad, but not great either.

2. What is ignored is the offsetting value of renewing Hughes at around, say, 50 million. That would be an impact of 14 million gained w/o a new stadium. Deduct that from the 72 million benefit.

3. Another offset not mentioned is the 30-50 million in infrastructure required for Populus Stadium, a cost to residents. Deduct that from the 72 million benefit.

4. Another is the cost of three years’ (nobody recently built a concrete stadium in less time) worth of construction on the campus and on the city streets adjacent, and the work needed on those streets. Your staff can estimate that best. Several million. Deduct that from the 72 million benefit.

5. Should money equivalent to the stadium project money be used to build the other half a billion dollars’ worth of projects mentioned in the “BOG Update on Status of Program Plans” dated 10/30/2013 (on the 5th to 8th pages following page 81 in the December 2013 Meeting Agenda and Materials) all to support academics, not recreation, equivalent benefit will result. The upgrade of physics department research facilities by 240 million, physics staff members assure me, would be even more lucrative, and would actually bring in new students

and faculty, as a football stadium will not. (That, of course, is CSU's choice. For current decision-makers, football trumps physics.)

6. The conclusion of ten years' ongoing benefit assumes no benefit now exists from Hughes/Lubick, so the total is drastically flawed. Hughes now provides about 3 million a year in benefit (source CSU) and would continue to do so. Certainly, Hughes/Lubick has to employ people there. Thus, the 70 million "ongoing" total is offset by 30 million.

7. Economic benefits occur when teams are added in areas lacking teams, not when locations shift in a town, and especially for adding teams with many home games, like basketball, hockey, and baseball. Thus, the benefit to the area around Coors Field, when the area around Mile High remains blighted. Football actually hurts most local businesses because it encourages tailgating. The area around Coors does well primarily because tailgating is not allowed.

8. Economic studies, some of which I sent you long ago, show decreases in city sales tax on game days. Football competes with business. I have attached a comprehensive study of the economic effect on a host city of a football game, done by scholars, not promoters, to refute the always claimed, never realized, myth of economic benefits of hosting a college football game. It's fun, mind you, but not a great payday, even if it is 3 miles closer to town. And downtown does fine now on game days anyway.

9. If Development Research Partners is an objective outside source, how did they get the "ongoing" economics so wrong? First, this is an organization whose mission is to support the company that employs it to prove how great the company and its fiscal impact is. Google them and see. They report, for example, that the coal power plant in Craig is worth half a

billion to Craig's economy, on behalf of the plant's owner, Tri-State Generation. Of course they do. And for them, global warming is not an issue. As for DPR, the harms of football concussions, and of beer and assaults on campus, and of chaos on College, are not issues in Fort Collins. Ok, they don't have to be for DPR, but I think about those things.) The report shows DPR was carefully "prepped" for this report, as would a witness for the defense in a trial. No confessions of any kind slipped out.

10. Also, DRP tells us its research is based on the data supplied by CSU's stadium promoter ICON and its employee CLS, and *only* by these employees and promoters of this stadium project! What?? That's like basing a sailing trip on data showing that the world is flat, based on a report of the Flat Earth Society. Conversely, the two objective sports economists who have looked at this data, Dr Ridpath and Dr Zimbalist, refute these claims. They *are* objective, and (as I was one who supported bringing them here) I assure you they were *not* paid to do so, as supporters assert, while ICON got a million. No, Ridpath and Zimbalist came here *gratis*, with money only for expenses. The Mayor attended one presentation and can tell you what was said.

Finally, I hope you noted in the last Coloradoan story about stadium financing, the CSU CFO Schweigert says the school is rich, and can bond twice what it owes now with no problem. I would not, therefore, offer them a dime of taxpayer's money to build infrastructure for a second football stadium, when infrastructure costs of the current one were, in fact, borne by residents. And when residents overwhelming disapprove this project.

Thanks for what you do.

Carl Wangsvick

BOG Update on Status of Program Plans - CSU - Dec

Updated on:
10/30/2013

Dec 13 List

Project	BOG Approval	Primary College/Aux	Estimated Cost	
Program Plans for December 2013				
Shepardson Revitalization	Jun-06	CAS	\$ 31,800,000	Renovation of e Request - \$22.8
San Luis Valley Research Station	Jun-07	CAS	\$ 4,800,000	Renovation and \$4.8m
Center for Ag Education		CAS	\$ 4,300,000	Shop and classr Funding Reque:
Warner Natural Resources Addition		WCNR	\$ 20,000,000	49,000gsf addit offices. *State f
			\$ 60,900,000	

Notes:

1. State Approval by CCHE and CDC - Required on projects greater than \$2m and either State funding (any percentage) or b
 2. PTS - Parking & Transportation Services
- Past Approved Program Plans Requiring Re-Approval

BOG Update on Status of Program Plans - CSU - N

Updated on:
10/30/2013

NEW PROGRAM PLANS IN THE PIPELINE

Project	BOG Approval	Primary College/Aux	Estimated Cost	
Animal Science - Food Innovation Center		CAS	\$ 15,000,000	Temple
Moby - Steam Replacement - Geothermal		Central	\$ 10,000,000	New Ge
Utly - MC - Steam - West End Consolidation		Central & Aux	\$ 15,000,000	Remov
Utly - MC - Chilled Water - Pipe Expansion		90% Central	\$ 8,000,000	Expand
Multipurpose Stadium		Athletics	\$ 210,000,000	\$210,00
		Central & Aux	\$ 30,000,000	Central
AZ 2nd Floor Addition		CVMBBS	\$ 15,000,000	24,300 comput
Rockwell - East Addition		Bus	\$ 12,000,000	30,000
AZ - Revitalization		NS/CVMBBS	\$ 20,000,000	Revitali
ERC - Revitalization		ENG	\$ 20,000,000	Revitali
Gifford - Addition		HHS	\$ 28,000,000	64,000 Science classroo
Plant Sciences Museum		CAS	\$ 19,000,000	32,330
Utly - MC - District Heating Plant No.2		70% Central	\$ 30,000,000	Additio
Utly - MC - Elec - 2nd Feed from City		70% Central	\$ 16,000,000	New ele
Utly - SC - District Clg Plant No.2 & Piping		70% Central	\$ 10,000,000	2nd chi
Utly - Balance of 20/20 Infrastructure		70% Central	\$ 80,000,000	Infrastr
			\$ 538,000,000	

Notes:

1. State Approval by CCHE and CDC - Required on projects greater than \$2m and either State funding (any percentage)

BOG Update on Status of Program Plans - CSU .

Updated on:
10/30/2013 LKB

Past Programs BOG Approved

Project	BOG Approval	Primary College/Aux	Estimated Cost	
Approved program plans				
Shepardson Revitalization	Jun-06	CAS	\$ 31,800,000	Renovat Request
Chemistry Building Addition	Jun-06	CNS	\$ 55,400,000	60,000 g
San Luis Valley Research Station	Jun-07	CAS	\$ 4,800,000	Renovat \$4.8m
Painter Center Addition	Jun-07	LAR	\$ 9,700,000	10,500g
Life/Biomedical Sciences	Jun-07	CVMBS	\$ 69,400,000	85,000g
VTH 2nd year PVM	Aug-07	CVMBS	\$ 22,900,000	41,700g
VTH Community Practice	Aug-07	CVMBS	\$ 18,200,000	32,700g
Biology - New Bldg	Aug-08	CNS	cost estimate pending	100,000
TILT - Addition	Oct-08	Central	\$ 13,000,000	25,000g
Eddy - Entrance Addition, external revitalization & Plaza	Aug-13	CLA	\$ 4,800,000	New eas window:
Aggie Village North	Aug-13	HDS	\$ 111,500,000	Includes
EECL - New Powerhouse Institute Bldg	Aug-13	COE	\$ 11,500,000	Purchas
Bay Farm Parking Garage No.1	Aug-13	PTS/Central	\$ 23,000,000	800-120
Bay Farm Parking Garage No.2	Aug-13	PTS/Central	\$ 20,000,000	800-120
Shields Parking Garage	Aug-13	PTS	\$ 50,000,000	1760 pai
PERC - Site Relocation	Aug-13	Central	\$ 7,300,000	Headho along Ce

Down, Set, Hike: The Economic Impact of College Football Games on Local Economies

Robert A. Baade[†], Robert Baumann^{††}, and Victor A. Matheson^{†††}

February 2007

Abstract

This paper provides an empirical examination of the economic impact of spectator sports on local economies. Confirming the results of other ex post analyses of sports in general, this paper finds no statistically significant evidence that college football games in particular contribute positively to a host's economy. Our analysis from 1970-2004 of 63 metropolitan areas that play host to big-time college football programs finds that neither the number of home games played, the winning percentage of the local team, nor winning a national championship has a discernable impact on either employment or personal income in the cities where the teams play. While successful college football teams may bring fame to their alma mater, fortune appears to be a bit more elusive.

JEL Classification Codes: L83, I20, O18, R11

Keywords: sports, football, college sports, impact analysis, mega-event

[†]Robert A. Baade, Department of Economics and Business, Lake Forest College, Lake Forest, IL 60045, 847-735-5136 (phone), 847-735-6193 (fax), baade@lfc.edu

^{††}Robert Baumann, Department of Economics, Box 192A, College of the Holy Cross, Worcester, MA 01610-2395, 508-793-3879 (phone), 508-793-3708 (fax), rbaumann@holycross.edu

^{†††}Victor A. Matheson, Department of Economics, Box 157A, College of the Holy Cross, Worcester, MA 01610-2395, 508-793-2649 (phone), 508-793-3708 (fax), vmatheso@holycross.edu

Introduction

College football is among the most popular spectator sports in the United States. Total live attendance at all college football games in 2006 was nearly 48 million fans, which is more than double the attendance of the National Football League (NFL), National Basketball League (NBA), or National Hockey League (NHL) during recent seasons. Average attendance among the 119 National Intercollegiate Athletic Association (NCAA) Division 1-A football teams, the highest level of collegiate play, totaled over 46,000 fans per game in 2006 and several teams routinely attract over 100,000 fans per home game. Outside of auto racing and a small handful of golfing events, individual college football games at places like the University of Michigan and the Ohio State University have the largest live paid attendance of any sporting events in the country. Television ratings are equally impressive. The Bowl Championship Series (BCS) championship game is the second-most watched sporting event in the country every year (behind the NFL's Super Bowl) and typically draws a television audience nearly double the size of games during the NBA finals or baseball's World Series.

The popularity of the sport has led colleges and universities and occasionally local communities to invest generously in infrastructure for their teams. Similar to the major professional sports leagues in the U.S., dozens of colleges and universities have upgraded their playing facilities over the past 15 years adding to both the number and quality of seats. It is not unusual for top programs to have a significant number of high-priced luxury boxes, a far cry from the simple bleachers of yesteryear.

Numerous articles have explored the indirect economic impact of college football and college football success on measures such as applications, graduation rates, and alumni giving. McCormick and Tinsley (1987), Tucker and Amato (1993), Murphy and Trandel (1994), and

Tucker (2005) all find that successful sports programs, especially in football, enable universities to attract more and better qualified undergraduate applicants although in each case the size of the effects was small. Toma and Cross (1996) identifies a clear increase in applications following a school winning the national championship, although the increase in applications did not appear to measurably impact the quality of the incoming class with respect to SAT scores or grades.

Tucker (1992) concludes that success on the field spills over into lower graduation rates for the student body as a whole although he comes to the opposite conclusion for a more recent data set (Tucker, 2004). Amato, Gandar, Tucker, and Zuber (1996), Amato, Gandar, and Zuber (2001), and Rishe (2003) all examine the effects of on-field success on student-athlete rather than overall graduation rates and find that increased success on the field, particularly in big-time football programs, tends to reduce athletic graduation rates.

With respect to alumni donations, the empirical record is mixed. Siegelman and Carter (1979) and Siegelman and Brookheimer (1983) conclude that an increase in a football team's winning percentage results in higher alumni donations to university or its athletic program. Baade and Sundberg (1994) find that higher football winning percentages don't translate into increased alumni giving but that bowl appearances do. Other researchers such as Grimes and Chressanthins (1994) and Rhoads and Gerking (2000) report either mixed effects from football success or effects that are not significantly different from zero at a reasonable statistical certainty.

This paper examines a distinctly different set of effects from these previous studies by estimating the effect of college football on more direct economic indicators such as employment and personal income. The results of this paper suggest that college football games, as well as a team's success on the gridiron, have a negligible impact on real economic variables in host cities.

Background

Economic impact analyses are divided into two main categories: *ex ante* studies and *ex post* studies. *Ex ante* studies predict the economic effect of an event by estimating the number of visitors to the event as well as their average expenditures. A multiplier is typically also applied to these direct economic impact figures resulting in a total impact number that is often at least twice as large as the direct economic impact. Critics of *ex ante* economic analysis point out these studies often fail to account for the substitution effect which occurs when fans merely spend money at a sporting event rather than at other venues in the local economy. College sports may simply shift the pattern of spending in a local area rather than increasing overall spending. In addition, *ex ante* studies have difficulty accounting for the crowding out that occurs when the crowds and congestion associated with large sporting events deters non-sports fans from engaging in other economic activities in the local economy during game days. Finally, many economists are skeptical of the multipliers used in *ex ante* studies to generate indirect economic benefits. These multipliers are calculated using complex input-output tables for specific industries grounded in inter-industry relationships within regions based upon an economic area's normal production patterns. During game days, however, the economy within a college town may be anything but normal, and therefore, these same inter-industry relationships may not hold. Since there is no reason to believe the usual economic multipliers apply during major events, any economic analyses based upon these multipliers may, therefore, be highly inaccurate (Matheson, 2004).

Due to the difficulties associated with *ex ante* estimation, numerous scholars estimate the effects of stadiums, franchises, and sporting events on local economies by *ex post* estimation –

that is by looking back at the actual economic performance of cities that have built new playing facilities or have hosted franchises or large events. Most *ex post* studies including Baade (1996), Coates and Humphreys (1999; 2003), and Baade, Baumann, and Matheson (2007) to name just a few, generally find little or no economic benefits from professional sports teams or new playing facilities. Similarly, *ex post* examinations of major sporting events such as the Super Bowl (Porter, 1999; Baade and Matheson, 2006; Coates, 2006), All-Star Games (Baade and Matheson, 2001; Coates, 2006), and post season play (Coates and Humphreys, 2002; Baade, Baumann, and Matheson, 2007) also find no significant economic impact from hosting major sporting events.

Despite the popularity of collegiate sports, however, academic economic impact studies have focused almost exclusively on professional sports and leagues. A handful of credible *ex ante* impact analyses of collegiate sporting events appear in the academic literature including Mondello and Rishe (2004). On the *ex post* side, Matheson and Baade (2004) analyze the impact of the NCAA men's and women's Final Four basketball tournament finding no statistically significant effect of either tournament on employment in host cities. The most ambitious study comes from Coates and Depken (2006) who study the effect of college football games, among other sports related variables, on taxable sales in individual counties in Texas. They find that each additional game results in an increase in taxable sales of between \$281 and \$465 thousand resulting in an increase in tax revenues between \$20,000 and \$34,000. They note, however, that this effect appears limited to the smallest towns hosting college football games and that there is no statistically significant evidence that an NCAA football game has an effect sales tax revenues in the big conference cities of Dallas, Houston, Fort Worth, Austin, College Station, Lubbock and Waco.

The apparent lack of interest in the economic impact of college sports is likely two-fold. First, colleges and universities have been less explicit in their demands for local taxpayers to foot large bills for new stadiums, and therefore, the need for independent scholarly research to debunk the wildly exaggerated claims of professional sports boosters is less pressing.

More importantly, however, is the nature of college sports. Unlike professional teams, college teams essentially never relocate to new cities, and colleges rarely add or drop football programs. Therefore, the “before and after” comparisons which are crucial in *ex post* evaluation of the economic impact of sports are not widely available for colleges in the same way that that they are for professional teams in the United States. Stadium projects for colleges are also distinctly different than those for professional teams. The majority of major construction projects in the NFL over the past two decades have involved building entirely new stadiums to replace aging or economically obsolete facilities. In the college football, on the other hand, most construction projects have involved multiple incremental changes to existing facilities such as adding capacity, improving existing seating, or providing luxury boxes. Again, the requisite “before and after” comparisons are not as clear in college football as on the professional side. Finally, the same problem arises in the analysis of postseason play in college football. While the location of the NFL’s Super Bowl or MLB’s World Series changes from year to year, each of the major college bowls is always in the same city at the same time of the season, year after year. Thus, even if Miami’s economy always surges around New Year’s Day, it is impossible to determine with certainty whether this spike is due to the annual Orange Bowl or other attributes of the local economy.

This paper uses the annual variation in the number of home games for most college football teams to generate economic impact estimates. Unlike the professional leagues, which

play a balanced schedule of home and away games, college football programs have a great deal of leeway in creating their schedule. When scheduling games, opponents will often agree to a home and away schedule, where the opponents play at one school in first year and at the other school in the succeeding year. Most games played within a school's conference schedule as well as non-conference rivalries use an alternating home and away schedule. Alternatively, the largest and most successful schools will often also schedule non-conference opponents through the use appearance guarantees. When a guarantee payment is made, the payer is under no obligation to play future game at the opponent's home stadium. For example, a large school like the Ohio State University likely would generate larger home revenues than a smaller opponent such as the University of Cincinnati could expect to receive from hosting Ohio State. Thus, depending on the break-down of a particular year's home and away contracts as well as the number of appearance guarantees made or accepted by a school, the number of home games a specific college football program plays during a season may vary from year to year, a deviation from the rule in most professional leagues.

The Model

Ex ante models may not provide credible estimates on the economic impact of a college football program on its home city for the reasons cited. An *ex post* model may be useful in providing a filter through which the promises made by sports boosters can be strained. Generally, sports franchises tend to be small relative to the overall economy in which they play, and the primary challenge for those doing a post-event audit involves isolating the event's impact. This is not a trivial task, and those who seek insight into the question of economic impact should be cognizant of the challenges and deficiencies common to both *ex ante* and *ex*

post analyses. Of course, one advantage to studying college sports rather than the major professional leagues is that professional teams are invariably located in the largest metropolitan areas in the country. Regular economic fluctuations of these large diverse economies are like to obscure the impact of even the biggest sporting events. While some major college football programs such as UCLA or the University of Miami are located in large metropolitan areas, many others are located in small “college towns.” In fact, the median population in 2004 of the 63 metropolitan statistical areas (MSAs) examined in this study is 441 thousand compared with a median population of over 2.3 million for MSAs with an NFL team. Identifying any economic changes resulting from spectator sports within smaller cities, should they exist, is likely to be an easier task than performing the same task in a major metropolitan area.

Several approaches have been suggested in past scholarly work to estimate the impact an event on a city. Mills and McDonald (1992) provide an extensive summary of models that explain metropolitan economic growth. These studies seek to explain increases in economic activity through changes in key economic variables in the short-run or the identification of long-term developments that enhance the capacity for growth in metropolitan economies.

Our task is not to replicate explanations of metropolitan economic growth, but to use past work to help identify any effects of college football games on economic indicators. To this end we have selected explanatory variables from existing models to predict economic activity in the absence of the game. Estimating the economic impact of college football programs involves accounting for normal activity and determining whether the number of home games and/or success of the program increases economic activity. Thus, this approach depends on our ability to identify variables that account for the variation in growth in economic activity in host cities.

Given the number and variety of variables found in regional growth models and the inconsistency of coefficient size and significance, criticisms of any single model could logically focus on the problems posed by omitted variables. Any critic, of course, can claim that a particular regression suffers from omitted-variable bias, but it is far more challenging to specify the model so as to remedy the problem. In explaining regional or metropolitan growth patterns, at least some of the omitted variable problem can be addressed through a careful specification of the independent variables. As noted above, representing relevant variables as deviations from city norms, leaves the scholar a more manageable task, namely that of identifying those factors that explain city growth after accounting for the impact of those forces that generally have affected regional or national metropolitan statistical area (MSA) growth.

The purpose of *ex ante* studies is to provide a measure of the net benefits a project or event is likely to yield. To our knowledge there is no prospective model that has the capacity for measuring the net benefits of a project relative to the next best alternative use of those funds. If one assumes that the best use of funds has always occurred, then the growth path observed for a city can be considered optimal. If this optimal growth path, identified by the city's secular growth trend, does not increase during years in which a team plays a higher than normal number of games at home or wins more games than usual, then the evidence does not support the hypothesis that college football contributes positively to a region's economy and that any publicly subsidization of a collegiate team or its playing facility puts public monies to the best use.

Our model is designed to predict changes in real personal income, employment, and real per capita income attributable to college football in host cities between 1970 and 2004. The cohort of 63 cities used in the sample includes all cities that are home to a team in one of the six

Bowl Championship Series (BCS) conferences. In addition, three additional universities, Notre Dame, Air Force, and Brigham Young, were added to the sample based on the prominence of their programs both in terms of average attendance and success on the playing field. Two MSAs, Los Angeles and Raleigh-Durham, North Carolina, are home to two football programs. The 63 MSAs in the sample include the home of every national football champion since 1970 and every school whose average attendance typically ranks within the top 50 in college football. While the choice of sixty-three cities is somewhat arbitrary, the list includes essentially every university that would be generally be considered to have a “big time” football program and excludes minor schools with lesser athletic ambitions.

Following Coates and Humphreys (1999; 2002) and Baade and Matheson (2004; 2006) we use the following fixed-effect model for our time series panel data:

$$Y_t^i = \beta_0 + \beta_1 Y_{t-1}^i + \beta_2 POP_{t-1}^i + \beta_3 TECH_t^i + \beta_4 CFB_t^i + \alpha_1 C_t^i + \alpha_2 CTR_t^i + \gamma_i t_i + \varepsilon_t^i \quad (1)$$

We use two different dependent variables (Y_t^i): the natural log of employment and the real personal income in year t and MSA i . We include the lagged values of the dependent variable to correct for autocorrelation, and to purge out carry-over effects of each dependent variable from one year to the next. As Coates and Humphreys (2001) point out, lagged dependent variables bias their own coefficients, but not the coefficients of other variables in a linear model. Thus, we attach no interpretation of these coefficients. We include the lagged natural log of population POP_t^i to test whether each dependent variable is sensitive to MSA size. $TECH_t^i$ is a dummy variable that represents the tech boom in Silicon Valley during 1999 and 2000. CFB_t^i represents our college football proxies, which include number of home games, winning percentage, and dummy variables for teams in a national championship season and the year following a national championship. Finally, to account for the panel nature of our data, we

include dummy variables for each MSA (C_t^i) and year (t_t^i), and time trends for each MSA (CTR_t^i). Ideally, this specification allows MSAs to have different growth paths and also purges national trends.

Tables 1 and 2 present the results for each dependent variable. For brevity, we omit the estimates for the MSA dummies, year dummies, and MSA trends. Nearly all of the MSA dummies are statistically significant in both models, as are most of the MSA trend variables. In addition, nearly all of the year dummies are statistically significant and generally increase over the sample frame. These results suggest that MSAs have different growth paths, but are influenced by national trends. We find positive effects on employment and personal income from the tech boom, and that larger populations inhibit personal income growth. We omit population from the employment equation because of these variables have a correlation coefficient just below one.

Using employment as a dependent variable, none of the college football variables are statistically significant. In fact, the only estimates to have the expected signs (under the assumption that college football increases economic activity) are the effects of the number of games on employment and the effect of a national championship year on personal income. Therefore, we can find no benefit on additional games or a winning program on employment or personal income. Given that all of our schools have had college football programs throughout the sample frame, we cannot test whether the existence of a large football program helps or hurts an area. Rather, our results suggest that additional games or a winning program, conditional of already having a team, does not impact employment or personal income.

Conclusions

This paper provides yet another empirical examination of the economic impact of spectator sports on local economies. Confirming the results of other *ex post* analyses of sports in general, this paper finds no statistically significant evidence that college football games contribute positively to a host's economy. Our analysis from 1970-2004 of 63 metropolitan areas that play host to big-time college football programs find that neither the number of home games played, the winning percentage of the local team, nor winning a national championship has a discernable impact on either employment or personal income in the cities where the teams play. While successful college football teams may bring fame to their alma mater, fortune appears to be a bit more elusive as big plays and big crowds inside the stadium don't seem to translate into big money outside the stadium.

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Table 1: Dependent Variable: ln (employment), 1970 to 2004

Variable	coefficient	std. err.	<i>t</i> -statistic
Constant	1.2733**	0.1026	12.42
ln (employment _{<i>t</i>-1})	0.8757**	0.0101	86.55
Tech boom	0.0292*	0.0142	2.05
Number of games	0.0005	0.0006	0.78
Winning percentage	-0.0002	0.0023	-0.11
National champs	-0.0018	0.0031	-0.58
National champs _{<i>t</i>+1}	-0.0055	0.0030	-1.81
adjusted <i>r</i> -squared	0.9998		

Table 2: Dependent Variable: ln (personal income), 1970 to 2004

Variable	coefficient	std. err.	<i>t</i> -statistic
Constant	2.8365**	0.2136	13.28
ln (personal income _{<i>t-1</i>})	0.8744**	0.0140	62.31
ln (population _{<i>t-1</i>})	-0.0963**	0.0249	-3.87
Tech boom	0.1261*	0.0160	7.91
Number of games	-0.0003	0.0026	-0.13
Winning percentage	-0.0002	0.0023	-0.11
National champs	0.0015	0.0035	0.43
National champs _{<i>t+1</i>}	-0.0031	0.0034	-0.92
adjusted <i>r</i> -squared	0.9998		

The Economic and Fiscal Impacts of the Craig Station in Craig, Colorado

Prepared for:



TRI-STATE GENERATION AND TRANSMISSION ASSOCIATION, INC.

1100 W. 116TH AVENUE • P.O. BOX 33695 • DENVER, COLORADO 80233 • 303-452-6111



Development
Research Partners

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EXECUTIVE SUMMARY

Colorado is a key fossil fuel and renewable energy leader in the Rocky Mountain region. The state has significant renewable energy assets, in addition to large concentrations of coal, oil, and natural gas resources that have contributed to its competitive advantage in the energy marketplace. While substantial coal deposits are found throughout the state, the majority of coal deposits and production activity takes place along the Western Slope. In addition, natural resources are abundant in the northwest region of the state where coal and oil are some of the largest sources of industry. Colorado ranks ninth in coal production compared with other states in the nation. Coal mined in Colorado is primarily distributed for generation of electricity in coal-fired power plants located within the state. The state currently receives approximately 70 percent of its electricity from coal-based generating units.

This study focuses on the Craig Station (power plant) located near Craig, Colorado in Moffat County. The 1,300-megawatt facility occupies 1,120 acres of land and employs over 300 people. The Craig Station is operated by Tri-State Generation & Transmission Association (Tri-State) and is comprised of three coal-fired generating units. This report details the economic and fiscal impacts of the on-going operations of the power plant. The study highlights the importance of the power plant and its key suppliers (Trapper Mine, Colowyo Mines, Maybell Enterprises, the Elkhead and Stagecoach Reservoirs, and Union Pacific Railroad) to the tri-county region that includes Moffat, Rio Blanco, and Routt Counties.

Direct Power Plant Impacts

The total direct spending by the power plant is estimated to be \$276.0 million annually. Of this amount, ***the direct local spending from the on-going operations of the power plant in the region is \$213.8 million per year.***

- ◆ The power plant spends \$51 million each year on operational and maintenance purchases, including an average of \$9.1 million spent for

scheduled outages each year. Only part of these purchases are transacted with local businesses and vendors, totaling \$11.5 million per year.

- ◆ Purchases of capital equipment, spare and replacement parts, and other personal property total \$17.1 million annually. About \$2.2 million is transacted with businesses and vendors located in Moffat County.
- ◆ The largest spending component for on-going operations is for raw materials. Coal, limestone, and lime purchases total \$164.9 million per year. Raw materials purchased within the region total \$162.6 million.
- ◆ Union Pacific Railroad delivers coal daily to the power plant. Freight expenses associated with the delivery of coal to the power plant total \$8.7 million annually and are transacted entirely in Moffat County. Additionally, the power plant spends about \$453,000 annually on water treatment and water rights from the Elkhead and Stagecoach Reservoirs located in the region.
- ◆ Payroll and benefits for the 306 employees is about \$33.9 million annually. Of the \$33.9 million, approximately \$28.2 million are paid directly to individuals and organizations located in the region.

During major or minor outages, an additional 325 skilled transitory and temporary workers are hired at the power plant to perform complex equipment upgrades. These transitory workers temporarily reside in the community in which they are working, spending money locally on food, retail items, lodging, and entertainment. ***The direct economic impact of transitory worker spending is \$528,000 in the region.***

Based on the 2010 tax rates and tax policies, the on-going operations of the power plant generate ***\$8.9 million annually in tax revenue for the local governments, including \$8.1 million in property tax revenue, \$695,000 in sales tax, \$2,000 in lodging tax, and \$60,000 in impact fee revenue.***

EXECUTIVE SUMMARY

Indirect & Induced Impacts

The spending patterns associated with the power plant and transitory worker spending have spin-off effects or multiplicative impacts in the three counties. Therefore, multiplier analysis is used to trace the impacts on businesses, organizations, and individuals affected by the power plant's operations. Using the RIMS II multipliers by the U.S. Bureau of Economic Analysis for the power generation and supply industry in the region, the economic impacts are estimated according to regional output, payroll or earnings, and employment. ***Combined, the on-going operations of the Craig Station and transitory worker spending generate direct and indirect output valued at \$428.2 million produced by 752 workers earning a total of \$54.8 million in payroll.***

- ◆ The presence of the power plant and its employees in the region supports \$151.9 million in additional output in all industries throughout the region. Therefore, ***the total direct and indirect impact of the on-going operations of the power plant is \$427.9 million in regional total output*** (\$276 million direct output + \$151.9 million indirect and induced output).
- ◆ The power plant directly employs 306 workers annually to produce its \$276 million in direct output. The production of the \$151.9 million in indirect and induced output in all industries throughout the region requires about 442 employees. Therefore, ***the on-going operations of the power plant support the employment of 748 workers annually*** (306 direct employees + 442 indirect employees).
- ◆ The 306 direct power plant employees earn approximately \$33.9 million in wages, salaries, and benefits each year. The 442 indirect employees have associated earnings of about \$20.8 million. As a result, ***the 748 direct and indirect employees have estimated annual earnings of \$54.7 million*** (\$33.9 million direct earnings + \$20.8 million indirect earnings).
- ◆ Transitory workers spend money in the region on food, lodging, entertainment, and other purchases. Based on the RIMS II multipliers for the retail trade and accommodations industries in the region, ***the direct and indirect impacts of the transitory worker spending total \$300,000 in the region, including \$100,000 in local payroll for four workers.***

The power plant spends \$213.8 million locally each year for goods and services (including labor) used as inputs into its production of the \$276 million in direct output. In particular, the on-going operations of the power plant have significant impacts on various local suppliers. The following provides more detail on the indirect impacts associated with some of the largest suppliers.

- ◆ Craig Station receives 100 percent of its coal supply from the Trapper and Colowyo Mines. Based on the RIMS II multipliers for the coal mining industry, the \$161.1 million in coal purchased annually by the power plant supports direct payroll of \$38.9 million for 446 employees. The power plant supports 100 percent of the employees from both mines.
- ◆ Maybell Enterprises supplies the power plant with limestone and employs about nine workers. Based on the RIMS II multipliers for the stone mining and quarrying industry, the \$1.1 million in limestone purchases supports the employment of five workers earning a total of \$276,000.
- ◆ Union Pacific Railroad transports coal from the Colowyo Mine to the Craig Station daily. Based on the RIMS II multipliers for the rail transportation industry, the \$8.7 million in freight expenses supports the employment of 23 workers earning \$1.7 million. In addition, the Elkhead and Stagecoach Reservoirs supply the power plant with water. Based on the RIMS II multipliers for the water, sewer, and other systems industry, the \$453,000 in water treatment and water rights supports the employment of two workers earning \$132,000.

INTRODUCTION

Colorado is a key fossil fuel and renewable energy leader in the Rocky Mountain region. The state has significant renewable energy assets, in addition to large concentrations of coal, oil, and natural gas resources that have contributed to its competitive advantage in the energy marketplace. Colorado contains several fossil fuel-rich basins, including the Raton and Denver basins in eastern Colorado, and Paradox, San Juan, Sand Wash, and Piceance in the west. Three of the nation's largest oil fields and ten of the nation's largest natural gas fields are located in Colorado. While substantial coal deposits are found throughout the state, the majority of coal deposits and production activity takes place along the Western Slope. In addition, natural resources are abundant in the northwest region of the state where coal and oil are some of the largest sources of industry.

The coal industry has been a mainstay of Colorado's energy economy for more than a century. Colorado produces the majority of its coal from underground mines (76 percent) and the remaining from surface mines (24 percent). Colorado coal production in 2008 totaled 32 million short tons, or roughly three percent of the nationwide coal supply. Colorado ranks ninth in coal production compared with other states in the nation and borders Wyoming, the nation's leading coal-producing state. In 2008, both underground and surface mining employed 2,280 coal workers across the state.

The quality of the state's coal supply has contributed to its high value and large export market. Colorado coal is considered a "super compliant" coal, or cleaner coal, because of its high BTU content (up to 13,000 BTUs per pound) and is much lower in sulfur, arsenic, mercury, and ash content than coal produced in other states. Colorado's coal is highly valued because of its ability to blend well with high sulfur coals to meet emission requirements. As a result, more than two-thirds of Colorado coal is exported to 27 other states by rail and truck for short distances, while the remaining coal is used for in-state production by electric utilities and industrial facilities. Coal mined in Colorado is primarily

distributed for generation of electricity in coal-fired power plants located within the state.

Colorado currently receives approximately 70 percent of its electricity from coal-based generating units. As of August 2010, there are 32 coal-based generating units at 15 active locations in Colorado producing about 4,960 megawatts of combined electricity. The second-largest coal-fired baseload power plant in Colorado is the Craig Station (power plant) located near Craig, Colorado in Moffat County. The facility occupies 1,120 acres of land and employs over 300 people, generating about 1,300 megawatts of electricity. The Craig Station is operated by Tri-State Generation & Transmission Association (Tri-State) and is comprised of three coal-fired generating units. Five electric utilities share the ownership of Craig Station Units 1 and 2. These five utilities (PacifiCorp, Platter River Power Authority, Xcel Energy, Salt River Project, and Tri-State) constitute the Yampa Project. Unit 3 is wholly owned by Tri-State.

The Craig Station is an important economic driver to the tri-county region of Moffat, Rio Blanco, and Routt Counties. Despite the diversified industry sectors that make up the economy in the tri-county region, the shared demand for workforce, infrastructure, and energy-related natural resources forms the region's interdependence. In addition, the tri-county region is the largest coal provider in the state, extracting 50 percent of all coal produced in Colorado, and is an indicator of the mining and utility sectors economic viability in the region.

This report details the economic and fiscal impacts of the on-going operations of the power plant. The study highlights the importance of the power plant and its key suppliers - including Trapper Mine, Colowyo Mines, Maybell Enterprises, the Elkhead and Stagecoach Reservoirs, and Union Pacific Railroad - to the tri-county region. In addition, estimates for property tax, sales and use tax revenue, lodging tax revenue, and impact fees generated by power plant operations and transitory worker spending are estimated for the region.

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Economic and Fiscal Impacts Defined

Economic Impacts

Economic impact analysis is the analytical approach used to assess the measurable direct and indirect benefits resulting from a project over a specific time period. Only those benefits that can be measured or quantified are included. Intangible benefits, such as enhancement of community character or diversification of the job base, are not included. Further, economic impact analysis highlights that activity which occurs within a specified geographic area. This analysis estimates the power plant's impacts in Moffat, Rio Blanco, and Routt Counties. The spending patterns associated with the power plant and transitory worker spending have spin-off effects or multiplicative impacts in the three counties. Therefore, multiplier analysis is used to trace the impacts on businesses, organizations, and individuals affected by the power plant's operations.

The multiplicative impacts are discussed in terms of "indirect" and "induced" economic impacts (often collectively referred to as simply indirect impacts). For example, when the power plant purchases supplies from a local vendor, that local vendor in turn provides payroll to its employees and makes purchases from other vendors. These other vendors in turn provide payroll to their employees, and so on, providing the indirect impact of the initial dollar spent. On a separate but similar spending track, when employees working at the power plant spend their paychecks at local businesses, these local businesses provide payroll to their employees, make purchases from other vendors, and so on, creating the induced impact of the power plant.

As a result, the initial dollars spent by the power plant on either business purchases or payroll are circulated throughout the local economy a number of times. The number of times that the initial dollars are circulated throughout the local economy may be estimated using economic multipliers. An economic multiplier summarizes the total impact that can be expected within a specific geographic area due to a given industry's level of business activity.

Generally, larger multipliers are associated with industries that (1) spend more dollars locally, (2) pay high salaries, and/or (3) sell their goods and services outside of the local area.

The indirect and induced jobs and income flows generated by the direct local spending patterns are estimated using the Regional Input-Output Modeling System II (RIMS II) multipliers developed by the Bureau of Economic Analysis of the U.S. Department of Commerce. The RIMS II multipliers are the most widely used and respected for economic impact analysis. These multipliers are geographic and industry specific, and are used to estimate the total benefits of a project according to three measures of economic impacts: regional output, payroll or earnings, and employment.

First, the direct and indirect impact of the power plant on the gross output of the region is estimated. This includes the value of the output produced by the power plant (direct output) plus the value of the additional output in all industries throughout the region (indirect output) supported by the spending patterns associated with the power plant's local suppliers and employees.

Second, the total direct and indirect employment needed in the region to produce this level of gross output is determined. These employees may be full-time or part-time, local or non-local workers. It should be noted that the indirect employment supported might represent fractions of jobs, added to reflect whole positions. That is, the indirect spending may support the annual employment of one-half of a grocery store worker and one-half of a retail apparel store worker. Combined, these two workers represent one indirect employee.

Third, the analysis includes an estimate for the typical direct and indirect payroll or earnings paid to the employees that are producing this level of gross output.

The economic impact analysis described in this report was completed using the SiteStatsTM model, a proprietary economic and fiscal impact model developed by Development Research Partners. The

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model values were derived from primary data supplied by Tri-State and the power plant, and a variety of standard secondary sources, including data from the U.S. Census Bureau, the U.S. Bureau of Labor Statistics, U.S. Bureau of Economic Analysis, the Colorado State Demography Office, the Colorado Department of Labor and Employment, and the Colorado Department of Local Affairs.

The total output, employment, and earnings from the power plant are estimated using the RIMS II multipliers for Moffat, Rio Blanco, and Routt Counties. Some numbers may not add exactly due to rounding. This analysis considers the economic impacts in 2010 dollars.

Fiscal Impacts

Fiscal impact analysis estimates the direct public revenues and public costs resulting from a project over a specific time period. A project may generate a broad array of public revenues ranging from sales tax, use tax, property tax, franchise fees, licenses and permits, and other charges for services. In turn, the local government provides a variety of public services such as police protection, public works, community social and recreational programs, and community development services, to name a few.

This report includes a limited fiscal impact analysis, including direct public revenue estimates only from sales tax, use tax, and property tax. This limited fiscal impact analysis estimates the governmental taxes paid by the power plant due to its business spending and operations. The tax revenue estimates are based on 2010 sales and use tax rates and tax policies for Moffat, Rio Blanco, and Routt Counties. Additionally, the power plant is subject to property tax since the plant is in operation. There is generally a one-year lag from the time the property is assessed to the time when the tax bill is payable. As a result, 2009 property tax estimates were provided by the five power plant owners (Tri-State, Platter River Power Authority, Salt River Project, Xcel Energy, and PacifiCorp) and the Moffat County Assessor's Office.

Report Organization

Following the Introduction, the Direct Power Plant Impacts section details the direct economic and fiscal impacts from annual power plant operations, including employment, materials and maintenance purchases, and raw materials expenditures. The direct economic and fiscal impacts are also expanded to include the transitory worker spending. These operational impacts are discussed as “typical” annual impacts and are not specific to any particular year.

The next section describes the indirect and induced employment, earnings, and output supported by the power plant. The on-going operations of the power plant have significant impacts on various local suppliers in the region. These categories of direct and indirect impacts are combined to establish the overall economic and fiscal impacts of the power plant. These final total values are included in the Summary section of the report.

Development Research Partners gathered information from a variety of sources for the study. Development Research Partners made every attempt to collect necessary additional or missing information and believes the information used in this report is from sources deemed reliable but is not guaranteed.

About Development Research Partners

Development Research Partners specializes in economic research and analysis for local and state government and private-sector businesses. Founded in 1994 in Jefferson County, Colorado, Development Research Partners provides clients with reliable consulting services in four areas of expertise: economic and demographic research, industry and workforce studies, fiscal and economic impact analysis, and real estate economics.

DIRECT POWER PLANT IMPACTS

The Industrial Revolution was fueled almost entirely by coal. By the 1950s, however, coal was surpassed by petroleum and natural gas as the leading forms of energy production. Petroleum can easily be used to run transportation machinery in the U.S. and is an essential component in the manufacturing industry. In addition, natural gas demand increased largely due to its efficiency as well as public and political pressures to reduce greenhouse gas emissions.

Today, increasing scarcity and rising prices of natural gas have led to a revival of coal-fired generation. It is estimated that the U.S. has enough coal to meet its current energy demand for the next 250 years. These plentiful and inexpensive coal reserves provide a reliable and comparatively less expensive form of both residential and commercial electricity. Coal is used as a fuel in the production of electricity in power plants such as the Craig Station. In January 2010, coal-based generating units contributed over 48 percent of the nation's electric power compared with over 20 percent from nuclear plants and 20.5 percent from natural gas-fired plants.

Coal-based generating units such as the Craig Station are highly complex and are designed to operate 24 hours per day. Craig Station Units 1 and 2 were constructed under the Yampa Project between 1974 and 1980 and generate approximately 856 megawatts of electricity. Ten years after the original groundbreaking, a third generating unit was constructed, adding an additional 418-megawatt capacity to the 1,120-acre plant. Unit 3 is owned entirely by Tri-State. In 2001, the Craig Station underwent a massive \$121 million retrofitting in order to ensure it will continue to meet environmental standards.

The power plant significantly affects the regional economy through its on-going business operations. The power plant also supports the spending of transitory workers during major or minor outages. The economic and fiscal impacts in this section describe the typical annual business operations of the 1,300-megawatt power plant. These impacts are likely to occur on an annual basis, assuming similar business operations and tax policies.

Direct Local Spending & Employment

On-going Operations

The total direct spending by the power plant is estimated to be \$276.0 million annually. This includes the value of business expenditures on such items as equipment, parts, raw materials, operational materials, and maintenance services, and spending resulting from scheduled outages. Of this amount, ***the direct local spending from the on-going operations of the power plant in the region is \$213.8 million per year, as detailed in Table 1.***

- ◆ The power plant owner spends approximately \$51 million each year on operational purchases such as diesel and unleaded fuel, maintenance services, and scheduled outages. Of the total \$51 million spent on operational purchases and maintenance services each year, an average of \$9.1 million is spent for scheduled outages. A scheduled outage involves bringing down the power plant for inspections, repairs, installation of engineering and equipment upgrades, and replacing parts and materials. The power plant is routinely scheduled for either a minor or a major outage, with major outages planned for 2011 and 2013 and a minor outage expected in 2012. During a major outage, the generator or turbine is usually repaired or replaced and the power plant is usually down for a longer period of time.

Only part of these purchases are transacted with businesses and vendors located in the region. Based on the power plant's current spending patterns and availability of local suppliers, the typical annual local spending from operational purchases and subsequent maintenance services totals about \$11.5 million per year.

DIRECT POWER PLANT IMPACTS

Table 1: Direct Economic and Fiscal Impacts of Typical Annual Operations of Craig Generating Station

	Total	Moffat County	Rio Blanco County	Routt County	Regional Total
Direct Economic Impacts					
Capital Expenditures (Parts, Material, Equip.)	\$17,120,000	\$2,242,000	\$0	\$0	\$2,242,000
Operating Materials & Maintenance Services	\$51,042,000	\$8,747,000	\$0	\$2,790,000	\$11,537,000
Raw Materials (Coal, Limestone, & Lime)	\$164,875,000	\$145,565,000	\$17,079,000	\$0	\$162,644,000
Freight (Union Pacific Railroad)	\$8,661,000	\$8,661,000	\$0	\$0	\$8,661,000
Water	\$453,000	\$45,000	\$0	\$408,000	\$453,000
Payroll	\$23,010,000	\$22,107,000	\$0	\$902,000	\$23,010,000
Benefits	\$10,851,000	\$5,004,000	\$0	\$204,000	\$5,208,000
Total Direct Economic Impacts	\$276,012,000	\$192,371,000	\$17,079,000	\$4,304,000	\$213,755,000
Employees	306	294	0	12	306
Transitory Worker Spending					
Lodging		\$121,000	\$0	\$0	\$121,000
Food, Retail, and Entertainment		\$406,000	\$0	\$1,000	\$407,000
Total Transitory Worker Spending Impacts		\$527,000	\$0	\$1,000	\$528,000
Transitory Workers (FTE) Residing in Region		78	1	2	81
Transitory Workers (FTE) Residing Out of Region		244	0	0	244
Total Direct Economic Impacts	\$276,012,000	\$192,898,000	\$17,079,000	\$4,305,000	\$214,283,000
Direct Fiscal Impacts					
Property Tax (Real & Personal)		\$8,141,000	\$0	\$0	\$8,141,000
Sales Tax on Craig Station Purchases		\$420,000	\$0	\$264,000	\$684,000
Sales Tax on Transitory Worker Retail Purchases*		\$11,000	\$0	\$0	\$11,000
Lodging Tax		\$2,000	\$0	\$0	\$2,000
Impact Fee		\$60,000	\$0	\$0	\$60,000
Total Fiscal Benefits		\$8,634,000	\$0	\$264,000	\$8,898,000
Total Direct Economic and Fiscal Impacts	\$276,012,000	\$201,532,000	\$17,079,000	\$4,569,000	\$223,181,000

*Sales tax collections rounded to the nearest \$1,000. Collections less than \$500 each year entered as zero.

- ◆ Typical annual purchases of capital equipment, spare and replacement parts, and other personal property for the power plant total an estimated \$17.1 million per year. While the majority of these purchases are transacted with businesses located outside the region, about 13.1 percent of these purchases are transacted with businesses located in Moffat County, resulting in about \$2.2 million of local capital purchases. In addition, a major outage involves repairing or replacing capital equipment and parts such as generators or turbines. As a result, the capital budget increases dramatically during the years in which a major outage is scheduled. Between 2011 and 2013, the capital budget is estimated to range from \$30.8 million to \$69.1 million during these outages. However, these capital purchases are likely to be transacted with suppliers located outside of the three-county region.
- ◆ The largest spending component for on-going operations is for raw materials. Coal, limestone, and lime purchases total an estimated \$164.9 million per year. The majority of raw materials are purchased within the region and total an estimated \$162.6 million with approximately \$61.1 million spent on coal from the nearby Trapper Mine, \$100.5 million spent on coal from Colowyo Mine, and \$1.1 million spent on limestone from Maybell Enterprises in Moffat County. The Craig Station spends approximately \$2.2 million on lime purchases from the Chemical Lime Company located in Las Vegas, Nevada.
- ◆ The Colowyo Mine is located about 30 miles southwest of the Craig Station and delivers about 14,000 tons of coal daily by train to the power plant. The Union Pacific Railroad owns and operates the rail system between Colowyo

DIRECT POWER PLANT IMPACTS

Mine's coal loading point in Moffat County to the power plant. Freight expenses associated with the delivered coal to the Craig Station include loading, unloading, transportation fees, maintenance, and supplies. These expenses total an estimated \$8.7 million annually and are transacted entirely in Moffat County.

- ◆ The Craig Station utilizes about 4.6 billion gallons of water annually, as water is an integral part of the power plant's cooling processes. The water is supplied from the Yampa River, as well as the Elkhead Reservoir in Moffat County and the Stagecoach Reservoir in Routt County. After use at the Craig Station, the water is then treated and sent to on-site evaporation ponds in order to protect the Yampa River. The power plant spends about \$453,000 annually on water treatment and water rights from the Elkhead Reservoir and the Stagecoach Reservoir.
- ◆ On-going operation of the power plant requires about 306 employees, making it one of the largest employers in Moffat County.

Moffat County Largest Employers

Employer	Employees
Moffat County School District*	404
Peabody Coal-Twenty Mile Coal	385
Tri-State Generation & Transmission Association (Craig Station)	306
Colowyo Coal Company	266
Moffat County*	253
Trapper Mine	180
The Memorial Hospital	166
Wal-Mart*	150

* Includes full-time and part-time employees.

Sources: Craig Chamber of Commerce and Development Research Partners, August 2010.

- ◆ Wages and salaries for these 306 employees total about \$23.0 million, resulting in an average annual salary of about \$75,200. One hundred percent of these workers reside in the region, with approximately 294 employees coming from Moffat County and 12 employees from Routt County.

- ◆ Total benefit spending for the 306 employees is about \$10.9 million, bringing total personnel expenses to \$33.9 million annually. Employee benefits include such items as paid leave and supplemental pay, health and dental insurance, retirement programs, and various legally required benefits (Social Security, Medicare, federal and state unemployment insurance, and workers compensation). This analysis assumes that 100 percent of the paid leave and supplemental pay expenditures represent direct monetary flows to the employees. Further, 50 percent of the per employee health insurance expenditures but none of the retirement or legally required benefits are spent in the region. As a result, \$5.0 million in benefits are paid in Moffat County and \$204,000 in benefits are paid in Routt County, totaling over \$5.2 million in locally paid benefits.
- ◆ **The direct economic impact of Craig Station operations totals \$213.8 million in the region.** The economic impact of Craig Station's on-going operations will occur annually, assuming similar business operating conditions.

Transitory Worker Spending

During major or minor outages, a significant number of skilled transitory and temporary workers are hired at the Craig Station to perform complex generator replacements and specialized equipment upgrades. The transitory workers temporarily reside in the community in which they are working and generally send most of the money earned back to their home residence. Further, workers do generate economic impacts to the community in which they are working as they spend money locally on food, retail items, lodging, and entertainment.

- ◆ This analysis assumes that the 306 permanent Craig Station employees are joined by an average of 325 transitory workers during major or minor outages. These workers are generally working at the Craig Station an average of 35 days. Of the total number of transitory workers,

DIRECT POWER PLANT IMPACTS

about 25 percent (81 transitory workers) reside in the region. Of the remaining transitory workers, about 75 percent or 244 reside outside the region, potentially requiring overnight lodging.

- ◆ Assuming that about 50 percent of the transitory workers that reside outside the region, or 122 transitory workers, will require hotels and the average length of stay of 35 nights, transitory workers to the power plant occupy an average of 2,840 room nights each year. Based on the 2010 average hotel room rate in Craig of \$43 per night for extended stay hotels, transitory workers spend about \$121,000 for lodging at area hotels each year. In addition, it is assumed that the other 50 percent of the transitory workers that reside outside the region will travel to Craig Station daily.
- ◆ It is assumed that the transitory workers residing outside the region spend an average per diem allowance of \$43.00 per day for federal fiscal years 2009 (\$39) and 2010 (\$46) set by the U.S. General Services Administration. The transitory workers residing in the region spend approximately one-third of the average per diem allowance of transitory workers residing outside the region, or \$14.00 per day.
- ◆ Based on the average per diem allowance of \$43.00 for transitory workers residing outside the region and \$14.00 for transitory workers residing in the region, it is estimated that transitory workers generate \$407,000 per year in food, retail items, and entertainment revenue for regional businesses (Table 1).
- ◆ ***The direct economic impact of transitory worker spending is \$528,000 in the region.*** The economic impact of transitory worker spending patterns will occur annually, assuming similar business conditions.
- ◆ ***Combining the direct local spending of annual business operations, including all business purchases, personnel expenses, and transitory***

worker spending, the direct economic impact of the Craig Station totals about \$214.3 million per year (Table 1).

Direct Fiscal Impacts

Based on 2010 tax rates and tax policies, ***the on-going operations of the power plant generate \$8.9 million in property tax, sales tax, lodging tax, and impact fees for various taxing entities in the region.*** This value is not included in the direct local spending detailed in the previous section.

The tax revenue includes sales and use taxes on purchases associated with the taxable portion of the power plant's operations, the real and personal property tax revenue paid to all taxing entities in Moffat County from the taxable portion of the power plant's property, and the impact fee paid by the Platte River Power Authority for the power plant. In addition, the fiscal benefit includes sales tax and lodging taxes paid by the transitory workers.

- ◆ The assessed value of the property is multiplied by the mill levy, expressed as the dollars of tax per \$1,000 of assessed value. Property taxes are assessed based on the location of the power plant. The power plant is located in the unincorporated area of Moffat County, so property tax revenue is calculated based on the county mill levy plus mill levies for the school district and the special districts serving the

Table 2: Property Tax Districts Serving Craig Station

Tax District	Mill Levy
Moffat County	23.416
Moffat County School District	29.662
MC Affiliated Junior College District	3.000
Colorado River Water Conservation District	0.166
Craig Rural Fire Protection District	3.497
Upper Yampa Water Conservancy District	1.820
Total Tax District #7	61.561

DIRECT POWER PLANT IMPACTS

property. Craig Station is located in tax district seven, in which the mill levy totals 61.561, as detailed in Table 2.

- ◆ Five electric utilities share the ownership of Craig Station Units 1 and 2. These five utilities (PacifiCorp, Platte River Power Authority, Xcel Energy, Salt River Project, and Tri-State) constitute the Yampa Project. Tri-State owns 24 percent of Units 1 and 2, 100 percent of Unit 3, and pays the majority of property taxes at the Craig Station. Platte River Power Authority is classified as a separate governmental entity and political subdivision of the State of Colorado and is exempt from paying property taxes in the State of Colorado. By agreement, Platte River Power Authority pays an impact fee for all properties in Moffat County instead. Craig Station is the only property that Platte River Power Authority operates in Moffat County. The remaining three electric utilities pay the remaining 76 percent of the property taxes for Units 1 and 2.
- ◆ Total property tax revenue in Moffat County generated from the power plant is approximately \$8.1 million per year, as indicated in Table 1.
- ◆ The purchase of non-exempt tangible personal property in Colorado is subject to state and local sales and use tax. When the buyer takes possession of the item at the seller's location, all sales tax imposed in that jurisdiction must be collected by the seller. On the other hand, when an item is delivered by the seller to the buyer's location, only the sales tax applying to the jurisdiction in which both the seller and buyer are located is collected. For purchases where the seller does not collect the local sales tax of the buyer's home jurisdiction, use tax may be due to the buyer's jurisdiction. Purchases of capital equipment and other operational materials generate sales and use tax for the region. As the operating agent for the Craig Station, Tri-State files and pays sales and use tax on behalf of the other four non-exempt electric utilities.
- ◆ Based on current sales tax rates, on-going operations of the power plant generate \$1.0 million in sales tax revenue annually. The majority of taxable purchases for the power plant are made in Moffat and Routt Counties. Based on the current sales tax rates of two percent in Moffat County and one percent in Routt County, power plant purchases generate \$684,000 annually for the region (Table 1).
- ◆ Colorado requires that state use tax be paid on all non-exempt, tangible personal property that is sold, leased, or delivered in the state for storage, consumption, or use in the state. The use tax is not imposed on sales that are subject to sales tax. Since the power plant is located in Moffat County, this is the only county that would generate use tax revenue from power plant purchases. However, Moffat County does not impose a use tax and therefore the only use tax that is applicable is that which is paid directly to the State of Colorado. Based on the current use tax rate of 2.9 percent in Colorado, power plant purchases generate an estimated \$284,000 annually paid directly to the State of Colorado. As this report is focused on the impacts within the three counties only, the tax revenue paid to the state is not included in this analysis.
- ◆ Transitory worker spending on lodging and non-lodging expenditures also generates sales tax revenue. Since the transitory workers will temporarily reside in Moffat County, it is assumed that the transitory workers will generate sales tax revenue in this county. Based on the current sales tax rate of two percent in Moffat County, sales tax revenue from transitory worker spending totals \$11,000 each year.
- ◆ In addition to the two percent tax on retail sales in Moffat County, the county also collects a 1.9 percent lodging tax. Based on the Moffat County lodging tax rate, about \$2,000 in lodging tax revenue is generated for the region per year.

DIRECT POWER PLANT IMPACTS

- ◆ The Platte River Power Authority is one of the five owners of Craig Station Units 1 and 2. As previously mentioned, Platte River Power Authority is a political subdivision of the State of Colorado and is exempt from paying property taxes in the State of Colorado. However, Platte River Power Authority is required to make a payment in lieu of taxes to cover all Platte River properties in Moffat County. Since Craig Station is Platte River Power Authority's only property in the county, this impact fee applies directly to the Craig Station. As a result, Platte River Power Authority pays an annual impact fee of about \$60,000 that is distributed to the Moffat County taxing districts serving Craig Station (Moffat County, Moffat County School District, Colorado Northwestern Community College, and Craig Rural Fire Protection District).
- ◆ *The on-going operations of the power plant generate \$8.9 million in property tax, sales tax, lodging tax, and impact fee revenue annually for the various taxing entities in the region.*

INDIRECT & INDUCED IMPACTS

As described in detail in the Introduction, the multiplier impacts are discussed in terms of “indirect” and “induced” impacts. When the power plant purchases supplies from a local vendor, that local vendor in turn provides payroll to its employees and makes purchases from other vendors. These other vendors in turn provide payroll to their employees, and so on, providing the indirect impact of the power plant.

On a separate but similar spending track, when an employee associated with the power plant spends their paycheck at local businesses, these local businesses provide payroll to their employees, make purchases from other vendors, and so on, creating the induced impact of the power plant. In this manner, the initial dollars spent by the power plant on either purchases or payroll are circulated throughout the economy a number of times. The number of times that the initial dollar is circulated throughout the economy is estimated using economic multipliers. The RIMS II multipliers used in this analysis combine both the indirect and induced impacts; the two tracks of impacts are not separated.

These multipliers are geographic and industry specific, and are used to estimate the total benefits of a project according to three measures of economic impacts: regional output, payroll or earnings, and employment. The following sections describe the total direct and indirect impacts from the on-going operations of the power plant including the transitory worker spending impacts and the power plant’s local suppliers and employees.

The economic impacts described in the following sections are conservative estimates of the power plant’s multiplier impacts. The multiplier impacts estimated in the following sections are based on on-going operations of the power plant. However, the multiplier impacts extend beyond the local suppliers and employees in the region and generate larger impacts to the state than are quantified in this study.

Table 3: Total Economic Impacts of Typical Annual Operations of Craig Generating Facility - Regional Summary
(\$ in millions)

	Direct Impact	Multiplier	Indirect & Induced Impact	Total Impact
Craig Station				
Value of Output	\$276.0	1.5504	\$151.9	\$427.9
Employment	306	2.4433	442	748
Payroll	\$33.9	1.6137	\$20.8	\$54.7
Transitory Worker Spending				
Value of Output	\$0.2	1.4780	\$0.1	\$0.3
Employment	3	1.4002	1	4
Payroll	\$0.1	1.3199	\$0.0	\$0.1
Total Economic Impacts				
Value of Output	\$276.2		\$152.0	\$428.2
Employment	309		443	752
Payroll	\$34.0		\$20.8	\$54.8

Calculation Notes: Direct x Multiplier = Total Impact

Total Impact - Direct Impact = Indirect & Induced Impact

Power Plant Impacts

On-going Operations

The on-going operations of the power plant have multiplicative impacts on the regional economy. Based on the RIMS II multipliers by the U.S. Bureau of Economic Analysis for the power generation and supply industry in the region, the total economic impacts of the Craig Station are estimated as follows:

- ◆ **Value of Output:** The impact analysis assumes that the value of the power plant’s total gross output is equal to its known annual expenditures of \$276.0 million. Based on industry relationships revealed through the RIMS II multipliers, the presence of the power plant and its employees in the region supports \$151.9 million in additional output in all industries throughout the region. This includes the value of the output supported by the local spending by the power plant’s employees (the induced impact) and the power plant’s local supplier companies and their employees (the indirect impact). Therefore, *the total direct and indirect impact of the on-going operations of the power plant is \$427.9 million in regional total output* (\$276 million direct output + \$151.9 million

INDIRECT & INDUCED IMPACTS

indirect and induced output), as shown in Table 3.

- ◆ **Employment:** The power plant directly employs 306 workers annually to produce its \$276.0 million in direct output. Based on the RIMS II multipliers, the production of the \$151.9 million in indirect and induced output in all industries throughout the region requires about 442 employees. Therefore, *the on-going operations of the power plant support the employment of 748 workers annually* (306 direct employees + 442 indirect employees), as shown in Table 3.
- ◆ **Payroll:** The 306 direct power plant employees earn approximately \$33.9 million in wages, salaries, and benefits each year. Based on the industry relationships revealed through the RIMS II multipliers, the 442 indirect employees that produce the \$151.9 million in indirect and induced output have associated earnings of about \$20.8 million. As a result, *the 748 direct and indirect employees have estimated annual earnings of \$54.7 million* (\$33.9 million direct earnings + \$20.8 million indirect earnings), as shown in Table 3.
- ◆ The power plant impacts occur annually assuming similar business operations and tax structures.

Transitory Worker Impacts

The on-going operations of the power plant require transitory or temporary workers during major or minor outages. Many of these workers spend money in the community on food, retail items, lodging, and entertainment. Based on the RIMS II multipliers for the retail trade and accommodations industries in the region, the total economic impacts of the Craig Station are estimated as follows.

- ◆ The \$528,000 in direct transitory worker spending in the region on food, lodging, entertainment, and other purchases supports the employment of three workers earning \$100,000 annually. These values are derived from the

value of the retailers profit margin of \$200,000 as opposed to the total spending of \$528,000, as the difference represents the cost of goods sold, dollars that generally exit the region as retailers pay for their inventory.

- ◆ Based on industry relationships revealed through the RIMS II multipliers, the net value of the retail and lodging output of \$200,000 supports \$100,000 in additional output in all industries throughout the region. The production of this output requires one additional worker earning \$26,000 annually.
- ◆ The direct and indirect impacts of the transitory worker spending total \$300,000 in the region, including \$100,000 in local payroll for three direct and one indirect workers (Table 3).

Local Supplier Impacts

As revealed in Table 1, the power plant spends \$213.8 million locally each year for goods and services (including labor) used as inputs into its production of the \$276.0 million in direct output. It is this local spending that creates the spin-off effects of the power plant, ultimately supporting the region-wide production of \$151.9 million in indirect output from all industries produced by 442 indirect employees with earnings of \$20.8 million. This section describes the relationships between the power plant and several key local suppliers in the region.

The power plant's major suppliers in the region include the Trapper and Colowyo Mines, Maybell Enterprises, Inc., the Elkhead and Stagecoach Reservoirs, and Union Pacific Railroad. A number of smaller, local suppliers include three local welding service providers (Arc Welding Specialists, Inc., Power Source Services, Inc., and DC Power Industrial, Inc.), Applied Industrial Technologies, Duran and Pearce Contractors, and Petro West Distributing.

- ◆ Craig Station receives 100 percent of its coal supply from local coal mines. The Trapper Mine is located about one mile south of the plant in

INDIRECT & INDUCED IMPACTS

Moffat County and sends 100 percent of its coal to the power plant, supplying 40 percent of the plant's total coal supply. The Colowyo Mine supplies 60 percent of the power plant's coal and is located approximately 30 miles southwest of the power plant. Both the Trapper and Colowyo Mines are surface mines and produce a combined 5.7 million tons of coal per year.

Trapper Mine is owned by Tri-State and other members of the Yampa Project and transports coal to the power plant via 100-ton haul trucks from the mine site. The power plant is the sole purchaser of coal extracted from the Trapper Mine and employs approximately 180 workers.

- ◆ The Colowyo Mine is owned and operated by the Colowyo Coal Company, a subsidiary of Rio Tinto Energy. While originally located in Moffat County, the mine recently advanced southward into neighboring Rio Blanco County. Currently, the mine's coal production and 266 employees are split almost evenly between the two counties, though the mine intends to shift its entire operation to the coal pit in Rio Blanco County by 2015. Colowyo Mine is one of the power plant's largest suppliers as it delivers coal exclusively to Craig Station. Union Pacific Railroad transports the coal daily from the Colowyo Mine to the power plant.
- ◆ The power plant purchases approximately \$161.6 million in coal annually from both the Trapper and Colowyo Mines. Based on the RIMS II multipliers for the coal mining industry, the \$161.6 million in coal output in the region generates direct payroll of \$38.9 million for 446 employees. These values are included in the indirect impacts of the power plant detailed in Table 3. Of the 446 workers employed by the Trapper Mine (180 workers) and Colowyo Mine (266 workers), the power plant supports approximately 100 percent of these employees.
- ◆ Maybell Enterprises, Inc. supplies the power plant with limestone that is transported by truck to the Craig Station. The power plant purchases approximately \$1.1 million in limestone annually from Maybell Enterprises, Inc. The power plant utilizes a wet limestone scrubber system that removes 90 percent of sulfur dioxide produced for Units 1 and 2, while a dry lime system is used for Unit 3. Maybell Enterprises, Inc. employs about nine workers and is located in Moffat County.
- ◆ Based on the RIMS II multipliers for the stone mining and quarrying industry, the \$1.1 million in limestone supports the employment of five workers earning a total of about \$276,000. These values are included in the indirect impacts of the power plant detailed in Table 3. Of the nine workers employed by Maybell Enterprises, the power plant supports just over 50 percent of the workers.
- ◆ Union Pacific Railroad transports coal from the Colowyo Mine to the Craig Station daily. The Union Pacific Railroad owns and operates the rail system between Colowyo Mine's coal loading point in Moffat County to the power plant. Freight expenses associated with the delivered coal to the Craig Station include loading, unloading, transportation fees, maintenance, and supplies totaling an estimated \$8.7 million annually. Based on the RIMS II multipliers for the rail transportation industry, the \$8.7 million in freight expenses supports the employment of 23 workers earning a total of about \$1.7 million. These values are included in the indirect impacts of the power plant detailed in Table 3.
- ◆ The Craig Station utilizes water annually from the Yampa River, as well as the Elkhead Reservoir in Moffat County and the Stagecoach Reservoir in Routt County. After use at the Craig Station, the water is then treated and sent to on-site evaporation ponds in order to protect the Yampa River. The power plant spends about \$453,000 annually on water treatment and water rights from the Elkhead Reservoir and the Stagecoach Reservoir. Based on the RIMS II

INDIRECT & INDUCED IMPACTS

multipliers for the water, sewer, and other systems industry, the \$453,000 in water treatment and water rights supports the employment of two workers earning a total of about \$132,000. These values are included in the indirect impacts of the power plant detailed in Table 3.

- ◆ The on-going operations of the power plant also support smaller, local suppliers in the region. The three local suppliers which provide the Craig Station with welding services and help to maintain and update the power plant's infrastructure are Arc Welding Specialists, Inc., Power Source Services, Inc., and DC Power Industrial, Inc. Craig Station spends approximately \$6.6 million on welding services from these three local suppliers. Other important products to the on-going operations of the power plant include maintenance parts provided by Applied Industrial Technologies, excavation services supplied by Duran and Pearce Contractors, and diesel and unleaded fuel supplied by Petro West Distributing. The total other local spending by the Craig Station supports the employment of about 30 people earning a total of about \$2.7 million. These values are included in the indirect impacts of the power plant detailed in Table 3.

SUMMARY

The Craig Station directly produces \$276.0 million in output. This output is produced by 306 workers earning \$33.9 million in payroll and benefits. The presence of the power plant and its employees supports \$151.9 million in additional output in all industries throughout the region. The production of the \$151.9 million in additional output in all industries throughout the region requires about 442 workers, referred to as the indirect workers. These workers have associated earnings of approximately \$20.8 million.

The power plant hires an average of 325 transitory workers during major or minor outages. These workers spend approximately \$528,000 in the region each year. Transitory worker spending supports an additional three employees earning a total of \$100,000 and generates indirect and induced impacts of \$100,000, including \$26,000 in payroll for one employee. The total direct and indirect impacts of transitory worker spending total \$300,000, including \$100,000 in local payroll for three direct and one indirect workers.

Combined, *the on-going operations of the Craig Station and transitory worker spending generate direct and indirect output valued at \$428.2 million produced by 752 workers earning a total of \$54.8 million in payroll.*

Fiscal Impacts

The Craig Station contributes \$8.9 million annually to the local governments in the region, including:

- ◆ Real and personal property tax revenue of approximately \$8.1 million per year.
- ◆ Sales tax revenue of \$684,000 annually based on typical business purchases.
- ◆ Sales tax revenue of \$11,000 annually based on transitory worker spending in the region.
- ◆ Lodging tax revenue of \$2,000 annually based on transitory worker lodging.
- ◆ An annual impact fee of \$60,000 paid by the Platte River Power Authority for the power plant.

Craig Station

Total Annual Direct and Indirect Value of Output

\$276.2 million direct + \$152.0 million indirect = **\$428.2 million**

Total Annual Direct and Indirect Employment

309 direct + 443 indirect = **752 workers**

Total Annual Direct and Indirect Payroll

\$34.0 million direct + \$20.8 million indirect = **\$54.8 million**

Total Annual Tax Revenue

\$8.9 million

Total Transitory Worker Employment

325 workers

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Teufel,Sharon

From: Teufel,Sharon
Sent: Monday, July 21, 2014 9:51 AM
To: Carl Wangsvick
Subject: RE: Soapbox

Good morning, Mr. Wangsvick:

This acknowledges receipt of your email and the attachments that will be shared with the Board of Governors. Thank you for your continuing interest in Colorado State University.

Sincerely,
Sharon Teufel

Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290

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-----Original Message-----

From: Carl Wangsvick [<mailto:cwangsvi@yahoo.com>]
Sent: Thursday, July 17, 2014 4:29 PM
To: Teufel,Sharon
Subject: Soapbox

Sharon,

I am attaching a recent Soapbox printed recently in the Coloradoan. I note it is the fifth week in a row that such an opinion has been published locally. Regionally, I call your attention to a recent editorial in the Northern Colorado Business Report calling on CSU to be open about its financing of the stadium project. This is the second time this year that this conservative business publication, which should be an ally, has chastised Dr. Frank about the secrecy around this project. (The other was their disapproval of the "pay to play" plan involved with obtaining a general contractor for the project.)

Thank you,

Carl Wangsvick

A Tale of Two Stadia

In 2011, Baylor and CSU announced building football stadiums for 2014-15. Baylor did so. Matt Stephens' estimated stadium opening date here is 2018, maybe. What's our problem? 1. Perceived Need. Baylor's Casey Stadium is 64 years old, unimproved, and apparently needs 700 more toilets. But Hughes is only 46, and has added the \$15 million Lubick Field, \$500,000 scoreboard, and landscaping. 2. Program Prestige. Baylor recently has a Heisman, a Championship, and good attendance, in a major conference. Here, after Lubick's teams won six titles, wins and attendance have been down, and Chancellor Martin says CSU's joining a "top conference" is unrealistic. 3. Public Support. Baylor surveys show 88 % public/student support. Here, CSU polls show 80 % *opposed* in Northern Colorado. The Mayor's said the stadium seems not to fit our community. 4. Billionaire Support. Five Baylor billionaires quickly purchased \$100 million in naming rights. I'd be surprised if CSU hasn't alienated the donor of Lubick Field, Pat Stryker, by proposing discarding it just eight years after she financed it. Donations for CSU's stadium have been poor: only eleven million currently banked, with nineteen pledged. 5. Cost Issues. Baylor's \$260 million steel stadium is on budget, but concrete ones cost 50 % more, so a typical overrun here will be 30-75 %—a frequent criticism. 6. Debt. Baylor bonded \$160 million against student revenues, but with a steady 500 million/year revenue from students, Baylor's ok with \$631 million overall debt. CSU's debt is \$784 million, with student revenues at \$225 million. Not good enough. And the 10/30/2013 "BOG Update," approves/proposes borrowing *another* \$778 million, including the stadium's \$240 million. CFO Schweigert says CSU can actually double its debt if it chooses, but contrarily complains that lower state funding is devastating? And CSU's moneymaker, "grants/contracts," was down \$61 million last year, resulting in a \$62 million operating loss. Additionally, Joint Budget Committee reports cite "fiscal weakness," and Standard & Poor's threatens a ratings drop "at next

bond issuance.” Clearly, it’s time to rein in borrowing. Instead, CSU now borrows heavily against student fees: Recreation Center, \$245/year/student; Lory Center, \$154/year; and a Biology Building, \$158/year. (ASCSU initially declined fees for Biology, but Frank’s “armtwisting” got fees approved.) And since only football “superpowers” succeed at funding stadium projects with athletic profits, CSU students will have to pay that bill too. Given weak donations, lower grants/contracts revenues, and a 30-40 % cost overrun, every student could be stuck paying \$600/year for this, permanently. 7. Community Trust. Baylor has it. Waco’s city council unanimously approved \$35 million for infrastructure. Here, our council is not so eager, and certainly no one believes a tax initiative for this project would pass. Why no trust? For one, this project’s a real cover-up cha-cha, with “problems” surrounding coach hiring, the feasibility study, contracting, community outreach, and Title IX. There’s no Environmental Impact Study. There’s lowered fundraising targets. There’s Rams Club’s involvement in the “independent business leaders” ad. There’s Promoter ICON paying a “hired gun,” Development Research Properties, to use *ICON’S data* (rejected by sports economists) to give the Chamber the phony prediction of \$70 million “continuing non-construction benefits.” And finally, there’s CSU’s simply ignoring the \$30-50 million tax burden that building the stadium infrastructure will create. For these reasons, Fort Collins, unlike Waco, would probably be happier without another football stadium.



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EDITORIAL

Taxpayers need to see CU, CSU game plans

June 27, 2014

Print E-Mail Comment

Click to enlarge.

Colorado's two largest research universities – Colorado State University and the University of Colorado-Boulder – are getting way ahead of themselves and leaving taxpayers behind.

Both of these behemoths have opted to move forward with expensive football stadium construction projects without meeting their commitments to taxpayers to disclose how much private cash they have raised to offset the costs.

Their respective governing boards apparently think that's OK because they approved moving forward with the projects despite the failure to disclose each school's private fundraising progress.

The University of Colorado-Boulder, whose Board of Regents is elected, several weeks ago signed off on a groundbreaking for the redo of Folsom Field, the Buffs' stadium, even though the athletic department had not disclosed how much of the \$47.6 million in private money it promised to raise has actually come in.

A similar process occurred at CSU. It too is governed by a public board, although that body is appointed.

What gives? We think these boards are out of touch with the taxpayers who built these institutions to begin with and who continue to fund them. You can argue as long as you like about how little state funding these universities receive these days and how much private funding they now must rely upon. But in our view, this absolutely does not erase their obligation to inform the public about how much or how little private cash they've promised to raise to give their beloved football stadiums facelifts and new life.

The city of Fort Collins has become concerned enough about the CSU project that it is contemplating forcing the university to sign an intergovernmental agreement detailing the costs the city will have to absorb to create the infrastructure the new stadium will require. This is a step in the right direction because it brings a small measure of transparency and cost accountability to the project.

We call on the CSU board and the CU board to require these schools to disclose how much private money has been raised to offset the cost of these projects and to disclose on an ongoing basis how much private and public money is being spent.

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HANG SENG INDEX	23221.52	23.689	(0.10%)
STI Index	3271.05	-7.52	(-0.23%)
FTSE 100	6757.77	22.65	(0.34%)
DAX	9815.17	10.27	(0.10%)
CAC 40	4436.99	-2.64	(-0.06%)

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University and the University of Colorado-Boulder – are getting way ahead of themselves and leaving taxpayers behind.

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Teufel, Sharon

From: CSUS Board
Sent: Thursday, July 31, 2014 12:31 PM
To: Arthur Thomas Linnell
Subject: RE: Coloradoan Survey: Majority against CSU stadium

Good afternoon, Tom:

Your email regarding the survey will be shared with the Board of Governors. Thank you for your continuing interest in Colorado State University.

Sincerely,
Sharon

Sharon Teufel
Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290

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From: Arthur Thomas Linnell [<mailto:at.linnell@gmail.com>]
Sent: Tuesday, July 29, 2014 9:55 AM
To: CSUS Board
Subject: Coloradoan Survey: Majority against CSU stadium

Governors,

Please review the results of the survey taken by the Coloradoan. It is evident that the University is pressing forward against public opinion, at the risk of alienating many potential supporters of CSU.

Tom Linnell

<http://www.coloradoan.com/story/sports/csu/football/2014/07/26/coloradoan-survey-majority-csu-stadium/13215293/>

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Tom Linnell

<http://www.coloradoan.com/story/sports/csu/football/2014/07/26/coloradoan-survey-majority-csu-stadium/13215293/>

Teufel, Sharon

From: bobvangermeersch@aol.com
Sent: Wednesday, July 30, 2014 9:18 PM
To: bobvangermeersch@aol.com
Subject: : Press Conference: It's not a done deal – check out the REAL results!!

FOR IMMEDIATE RELEASE

The Citizens of Fort Collins Have Spoken ... It's Not a Done Deal!

FORT COLLINS, Colorado -- July 30, 2014 -- Save Our Stadium Hughes (SOSH) will publicly announce the results of the first unbiased, widespread Citizen Poll regarding the proposed on-campus stadium on Thursday, August 7, 2014 at 11:00 am Mountain Time. The press conference will take place at the Fort Collins Main Library, Community Room #2, 201 Peterson St. in Fort Collins, CO. For the first time in 2-½ years, the unrepresented citizens of Fort Collins will finally have a voice. Don't miss this unprecedented event!

Brief Background

Colorado State University has announced its intent to build a 36,000-seat football stadium on the main campus in Fort Collins CO ... without real input from the citizens of the city!

Just Who is in Favor?

1. In the Student Government survey dated 3-30-12, a question was asked: " Imagine you are the new CSU president. What three things would you make a priority to improve?"

Answer: Coming in at 7th place was " Improving CSU athletics programs" with a whopping 4.1%!

2. On 5-31-12 another student government survey was produced. Question # 11 said:

"The CSU president has said that no public funds of any sort (State money, taxes, student fees) would be used in the construction of a potential on-campus football stadium. Additionally, the stadium advisory Committee has been reviewing financial opportunities to cover recurring operating costs without public funds as well. Please indicate your level of agreement with the following statements: Knowing that no public money of any kind will be used in the construction of a proposed on-campus stadium, I think it is right for the University to pursue the project." (*hardly an unbiased question*)

Answer: Only 22.7% agreed, 10.2 % were neutral, and 67% disagreed!

3. In mid-2012 the CSU Center for Public Deliberation (CPD) conducted a survey of the CSU faculty. The results were as follows.

Results: Only 8% were in favor, 8% on both sides, and 84% were opposed!

4. Dr. Rod Skogerboe, Chemistry Emeritus professor at CSU, polled his group of Senior Scholars. Admittedly not a scientific survey, but in a Letter to the Editor in the local newspaper he made public the following results.

Results: The professor had a response rate of 86% with 172 responses. Only 1 person who responded was in favor (less than 1%), whereas 171 were opposed, which is over 99 %!

5. What about the UNREPRESENTED* citizens of Fort Collins?

Answer: Save our Stadium Hughes (SOSH), a stadium opposition group, has commissioned a professional

unbiased poll of the registered voters of the City. The poll consists of only one (1) question: 'Are you in favor or opposed to the stadium?'

* **SOSH** feels that no one is representing the local citizens of Fort Collins. The CSU Administration and the Board of Governors has refused to have a dialogue, the Colorado Governor has punted, the State legislature says it's a campus issue, as has the city council. And on top of that, the University is not subject to the Planning or Zoning of the city.

###

Interview Contact: Bob Vangermeersch

Email: bobvangermeersch@aol.com

Phone: 970-223-0493 (land line), 970-581-4024 (cell)

Save Our Stadium Hughes

www.soshughes.org

###

Teufel, Sharon

From: CSUS Board
Sent: Thursday, July 31, 2014 12:32 PM
To: clarkatkinson@yahoo.com
Subject: RE: New stadium on the Ft. Collins campus

Good afternoon, Mr. Atkinson:

This acknowledges receipt of your email to the Board of Governors of the Colorado State University System regarding the issue of a proposed on-campus stadium at CSU in Fort Collins. Your correspondence will be shared with the Board of Governors.

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

Sharon Teufel
Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
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-----Original Message-----

From: clarkatkinson@yahoo.com [<mailto:clarkatkinson@yahoo.com>]
Sent: Tuesday, July 29, 2014 3:51 PM
To: CSUS Board
Subject: New stadium on the Ft. Collins campus

As an alumnus of Colorado State University (B.A. 1965, M.A. 1969), I wish to register my unequivocal opposition to the building of a new stadium on the Ft. Collins campus. To build such a stadium would, in my opinion, be an unconscionable act of unmitigated arrogance. Surveys have shown that a large majority of currently enrolled students and faculty oppose it. Furthermore, and very importantly, the citizens of Ft. Collins who would be greatly impacted are in opposition. CSU is part of a larger community whose wishes and opinions must be given much weight. It is my sincere hope that the project will be abandoned and that CSU will strive to gain greater note as an institution of learning, not one noted for a willful disregard of the opinions of its students, faculty and the community of which it is part.



Sincerely,



Clark S. Atkinson



Sent from my iPad

Appendix II

Construction Status Reports

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/14
Laurel Village (formerly Academic Village North) Total Budget: \$46,200,000	\$46,200,000 Housing and Dining Services		Aug 2014	Project is in budget and approximately 98% complete. Residence halls will be open for students and Pavilion Building to open in early fall.
Lory Student Center Revitalization Total Budget: \$70,000,000	\$65,000,000 Student Center Fees Remaining funds from LSC reserves		Oct 2014	Project is in budget and approximately 90% complete. Food court expected to open for start of classes and the rest of the building to open by Oct 2014.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/14
<p>Animal Sciences Revitalization</p> <p>Total Budget: \$13,400,000</p>	<p>\$11,400,000</p> <p>General Fund</p> <p>Remaining funds from department and donations</p>		<p>Aug 2014</p>	<p>Construction is underway and approximately 95% complete. Project budget was increased with additional bond funds to complete core and shell space on 1st and basement floors. Classrooms, labs and admin suite will be ready for classes in Aug. Basement offices will be completed during the fall.</p>
<p>Willard O. Eddy Hall Renovation</p> <p>Total budget: \$12.5M</p>	<p>\$11,800,000</p> <p>General Fund</p> <p>Remaining funds from classroom upgrade project</p>		<p>Aug 2015</p>	<p>Demolition is underway. Budget was increased with bond funds to provide new building entrance and upgrades to building envelope including reclading the north and south wings with "CSU" sandstone.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 7/14
<p>Suzanne and Walter Scott, Jr. Bioengineering Building</p> <p>Total Budget: \$73,000,000</p>	<p>\$52,500,000</p> <p>Student Facility Fee & Research Overhead</p> <p>Remaining funds from grants and donations</p>		<p>Aug 2013- main building</p> <p>Aug 2014-2nd floor tenant finish</p>	<p>Additional bond funding for the completion of the 2nd floor office space and environmental rooms was provided. Construction is complete.</p>
<p>Aggie Village North</p> <p>Total Budget: \$112,265,000</p>	<p>\$112,265,000</p> <p>Housing and Dining Services</p>		<p>Aug 2016</p>	<p>This project is a redevelopment of the low density Aggie Village married student housing to high density undergraduate and international student apartments.</p> <p>Project is in design. City of Fort Collins Location and Extent has been approved. Expected bid date is Sept 2014.</p>

COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 7/21/2014	Description
Corridor Extension @ Student Recreation Center	\$856,260 Student Rec. Ctr. Fee			Construction Completed January 2012	
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	\$1,062,500 Student Fee-- \$300,000 Parking funds--\$301,000 Building Repair/Replacement--\$462,500			Construction Completed February 2012	
Occhiato University Center Renovation and Addition	\$30,000,000 Debt to be repaid with student fee facility fees & auxiliary services revenue			Occhiato University Center program plan update completed . Board of Governors reviewed and approved project, 8/2/2013. Project Manager selected. Design Build/RFP process underway. Project Completion estimated 12/2017	
Exterior Door Security Access Control at all Academic Buildings.Phase II	\$998,351 Controlled Maintenance	10/2014	5/2015	Design team preparing design development documents.	Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 11 academic buildings.
New General Classroom Building	\$16,000,000 Capital Funds		Construction Start 06/14 Estimated Completion 08/15	Guaranteed Maximum Price established and accepted (on budget). Construction on schedule, caissons complete, foundation and utility installation underway. G H Phipps Construction Co., General Contractor	
Soccer/Lacrosse Complex	\$3,100,000 cash funded project from grants and donations		Construction began 3/2014, Completion Phase 1 field by June 2014, Phase 2 Building and Bleachers by December 2014	Phase 2 building construction documents 100% complete, currently in code review. Phase I Synthetic turf field substantially complete and in use beginning June 5, for summer camp programs. H. W. Houston General Contractor	

Appendix III

Readings on Higher Education

Idaho Statesman

Read more here: <http://www.idahostatesman.com/2014/05/09/3177327/mountain-west-commish-on-competing.html#storylink=cpy>

Mountain West commish on competing with big-money conferences: 'We're trying. We're fighting'

Posted by Chadd Cripe on May 9, 2014

Mountain West athletic directors, men's and women's basketball coaches and football coaches held their spring meetings earlier this week in Phoenix. Here's a recap of a host of issues from Commissioner Craig Thompson:

— The conference presidents meet June 1. They need to formulate a response to NCAA restructuring plans by June 30. The NCAA plans to vote in August on the changes.

— On realignment: "I can speculate that most memberships are pretty set because of their long-term TV contracts. We're not talking (to schools). This was the first year of 12 teams and two divisions and playing a conference championship game. We're starting to settle in. Everything we have done in future scheduling is based on 12 teams and eight conference games."

— On BYU: "We've moved on. There's always interest because we play them three to five times a season. ... As far as them joining the Mountain West, there's nothing in the works or that has really been discussed at any level."

— Mountain West schools voted 10-2 in favor of offering cost-of-attendance scholarships two years ago. The two that voted against it, Thompson said, did so because the proposal was too vague. It's still unclear which sports would be affected and how much additional scholarship money would be required. Thompson estimates each school would need \$400,000-\$600,000 to offer cost-of-attendance scholarships to every scholarship athlete. "We're totally in favor of student-athlete welfare improvement, benefits. It's just something that we would have to figure out how we afford and how we fund it — whether through various other cuts or challenges or dropping programs or fund raising to a new level and telling our constituents, 'This is the cost of playing at this level.' "

— A big issue within the Mountain West is whether new benefits would be league-mandated or each school would be able to make its own decisions. "There's really a mix," Thompson said. "If we force an institution that you have to do this, you don't have a choice ... that plays into the overall paranoia about some of the proposed legislation. Is it better to say, 'You can do these things'? ... Our whole issue is that the five high-resourced conferences not be the only ones allowed to do these things. It's got to be permissive. Then it comes back to the Mountain West making a choice."

— Athletic directors are confused about the NCAA's recent ruling that schools can provide unlimited meals to athletes. "Everybody's holding their breath on the definition there," Thompson said. "That came out very loose, very quick and totally undefined. We had one

athletic director who had football players come up and say, ‘When does the smorgasbord start? Where’s the all-you-can-eat buffet?’ ”

— Thompson expects the Mountain West revenue to increase by about \$10 million to \$12 million in 2014-15 with the new College Football Playoff. The minimum payout for the five smaller conferences is \$12 million. The maximum is about \$18 million. And the conference that places its champion in one of the playoff bowls gets another \$6 million. The windfall could help the Mountain West fund improved student-athlete benefits. “It can,” Thompson said. “I’m sure they’ve spent that (money) four times. You divide \$12 million by 12 football institutions — everybody gets an extra million dollars and that’s gone overnight. But it helps.”

— On the movement for the big five conferences to have rulemaking autonomy: “I don’t think they’re going to leave us. That’s not a concern. I don’t lose sleep on that one. Our challenge is just giving us the same opportunity. We may not be able to afford to (do something), we may not want to, but — news flash — the Pac-12 budgets are larger than the Mountain West budgets. ... We just need the ability to make that determination we have finite dollars and here’s how we’re going to spend them. We have spent literally hundreds of millions of dollars in stadium and facility improvements since we started this league in 1999. We’re trying. We’re fighting. And that’s what we’re looking toward is just to have the ability to have the same right.” Thompson expects resistance from the top five conferences and within his own conference. “That’s going to be a good debate (inside the conference),” he said. “Is Utah State dictated by Nevada’s wishes? Right now, some institutions spend more on men’s basketball than others. Everybody has a different football budget. People have different tennis budgets. Are we going to make it, this is absolutely level in the Mountain West and no, you cannot bring parents in on a recruiting visit?”

— No changes on football scheduling. There was talk of building a long-term schedule but the conference has opted to stick with its year-to-year model for flexibility.

— On getting a team into the College Football Playoff semifinals: “Top four will be a stretch and it was a stretch before (to get to the top two). Here’s the way I frame that up: It’s not just a Mountain West issue. There are four semifinalists. That guarantees that one of the five high-resource conferences and possibly two are not getting in there. I don’t know that people have grasped that totally. ... We were there. TCU was 3. Utah was 5. It takes a really special season.”

— The conference basketball schedule remains at 18 games. “There were some proponents for 20 and (San Diego State’s) Steve Fisher for 16.”

— The Mountain West will place bowl teams in Hawaii, Boise, San Diego (Poinsettia), New Mexico, Las Vegas and New Orleans this year. Las Vegas still gets the first pick. The conference has a backup deal with the Buffalo Wild Wings Bowl in Tempe, Ariz. That game would get the No. 2 selection if it’s open because the opponent would be from the Pac-12 or Big 12. The Mountain West might make an occasional appearance in the new Bahamas or Boca Raton bowls but athletic directors aren’t eager to send their teams that far from home.

— The TV bonus structure remains the same. There was some talk of flipping the amounts to give teams more for playing on weeknights.

— The Mountain West finished second to the Sun Belt in the football standings among the five smaller conferences. Those rankings determine payouts from the Bowl Championship Series and, going forward, the CFP. The Mountain West was fifth in 2012.

THE CHRONICLE OF HIGHER EDUCATION

July 11, 2014

Win or Lose in Antitrust Case, NCAA Is Facing Change



Scott Halleran, Getty Image

Some celebrity players, like the Aggies' Johnny Manziel (above), might be able to secure national endorsement deals if the NCAA began allowing them, says one expert. But most others would do well to get sponsored by local businesses.

By Brad Wolverton

About five years ago, Christian Spears and a few of his colleagues in the athletics compliance industry were having dinner at a national conference when talk turned to the future of college sports. As the group discussed potential changes, one idea stood out—that one day the most-powerful conferences might break away from the National Collegiate Athletic Association and form their own group.

The idea, far-fetched at the time, is moving one step closer to reality as leaders of the association's Division I Board of Directors put the finishing touches on a realignment proposal that is expected to be approved next month. The move would give the five wealthiest leagues more autonomy to do what they want—still under the same NCAA banner, but independent of the other 80 percent or so of major programs.

While changes like that play out publicly—in part driven by lawsuits and other challenges, including a player-unionization attempt and antitrust complaints that could do away with amateur sports as we know it—other interesting movements are happening in private conversations, as Mr. Spears, deputy director of athletics at Northern Illinois University, and dozens of other leaders are preparing for what might come next.

Longtime observers say they can't recall a time of greater uncertainty, nor a moment when athletics officials have shown more willingness to break the mold.

"We're at a tipping point, I don't think there's any doubt about it," said Morgan Burke, athletic director at Purdue University and president of the IA Athletic Directors' Association. "But we need to be careful about creating an agenda before an agenda is ready."

An Antitrust Exemption?

In recent weeks, The Chronicle spoke with more than a dozen people throughout intercollegiate athletics—including current and former athletic directors, coaches, conference commissioners, and legal experts—and learned about some of the ideas under consideration.

While some of them may not materialize or may take years to gain acceptance, they offer a window into the thinking of major players during an important time.

Perhaps the most controversial idea calls for the NCAA to seek an antitrust exemption from Congress to help it constrain runaway spending in big-time sports while better aligning commercial interests with education.

The idea, which a reform group floated last year as part of a plan to provide new rights and benefits for players, has gained interest among university leaders in recent months, said Kirk H. Schulz, president of Kansas State University.

One impetus is the multitude of antitrust and concussion lawsuits facing the NCAA and its member colleges. Next month a federal judge is expected to rule on whether top-level football and men's basketball players have a right to share in the billions of dollars in licensing revenue that the NCAA and its colleges generate.

Even if the NCAA prevails in that case, which involves Ed O'Bannon, a former UCLA basketball star, a dozen or more other lawsuits are lined up behind it, with many attempting to dismantle the association's amateur model.

One way for the NCAA to protect itself, Mr. Schulz said, is to lobby for new federal regulations that would help define a student-athlete and give colleges more latitude in limiting spending. The NCAA and the Big 12 Conference, of which Kansas State is a member, have recently hired lobbying firms to work on issues related to student welfare.

"Legislation might be the only way we don't bleed ourselves to death over the next 20 years," said Mr. Schulz, a member of the Division I board and of the committee shaping the NCAA governance changes. "This is not 'win one and it goes away.'"

In the past, many people rolled their eyes at the possibility of an antitrust exemption. But the idea appears to be gaining traction.

"I'm not an expert on this," Mr. Schulz said, "but I've heard discussions among presidents and athletic directors and conference officials much more so in the past six months than in the past five years."

Endorsement Deals

Most public discussions have centered on changes that would allow athletics departments to cover the full cost of attendance for athletes—a gap that, in some programs, is several thousands of dollars a year per player.

Colleges are also showing a greater openness to providing additional health coverage for athletes, including those who have recently left campus but suffered injuries while in college.

A handful of big athletics departments are flush with cash, beneficiaries of multibillion-dollar conference television contracts. But all of those proposed changes come with a cost, and the vast majority of programs already operate in the red.

Many programs began budgeting for additional scholarship assistance several years ago, when the NCAA approved a rule allowing programs to give athletes an additional \$2,000 a year. (The rule was later overturned.) Another NCAA change, which allows colleges to provide players with additional food, goes into effect this fall.

For the first time, some college leaders have started to support another idea that was once considered taboo: allowing players greater flexibility to use their names and likenesses for commercial gain.

If the plaintiffs prevail in the O'Bannon case, as some legal experts have predicted, a court-ordered injunction could topple the NCAA's restraint on player licensing arrangements.

But even without such a ruling, some college officials say they have discussed letting players sign endorsement deals.

"Everyone's going to end up doing it," said one athletics leader who did not want his name mentioned. "We just have to put players in a position to protect themselves."

Although stars like Johnny Manziel, a former Heisman Trophy winner from Texas A&M University, may have national marketing appeal, marketing experts say the vast majority of athletes, even at the highest levels, would do well to attract local sponsors.

Car dealerships, bars and restaurants, or apparel retailers might be interested in signing deals with celebrity athletes, but would probably do so only in exchange for free meals or the use of a vehicle, said Mr. Spears, of Northern Illinois. "They're not used to outlaying cash," he said.

If such moves were allowed, those companies would probably enter into agreements with athletes just as they do with coaches or athletic directors, said Gene Smith, athletic director at Ohio State University.

"It'd be a pay rate," he said, in which an agent would negotiate a number of appearances for a certain fee.

That would be difficult to establish, he said, as players' popularity has the potential to change radically from when they first come to a campus.

"You come in with no persona, and that value changes over time," said Mr. Smith, who emphasized that he was speaking just for himself and not his university.

Such deals could challenge the chemistry of teams, athletics officials said, as the elite players would probably be the only ones to pocket money.

"How do you look at other players on the team who may not have the public persona but who invest in your ability to have what you have?" Mr. Smith said.

Colleges would also have to monitor the time demands that such contracts placed on players—unless, of course, their relationships with their colleges changed.

Mr. Spears, a former president of the National Association for Athletics Compliance, said the various challenges facing the NCAA could one day give players a choice: Either you're a student-athlete or you're a semiprofessional playing for a college team.

While that scenario is unlikely to come about unless it is ordered by a court, it raises a series of questions: If players were allowed to sign licensing deals or negotiate for a salary in a free market, what role would education play?

Freshman Ineligibility

According to the NCAA, colleges provide some \$2.7-billion in aid to players every year, a value that Mr. Burke, the athletic director at Purdue, said people should not overlook.

"We need to take care of cost-of-attendance and health and safety demands, but in 10 years we'll still be arguing about some set of those items," he said. "We can't lose sight of the opportunities we're creating. A merit-based scholarship truly has value to this country."

On the other end of those scholarships is a mix of outcomes, however. As Mr. Burke sees it, colleges need to pay closer attention to the players they are recruiting and to do more to help them succeed academically.

His university recently evaluated the academic backgrounds of its entering athletes, finding a significant gap between first-year students who play football and men's basketball and the rest of the athlete population.

"It looked like the Red Sea," he said. "They are getting better, but it made me wonder: If you bring someone in and they compete right away and they're behind educationally and you're fighting to keep them eligible, how much are you helping the kid?"

He is open to having a national conversation about freshman eligibility. He is not interested in creating a cutoff for grades or test scores—"I don't want to label a kid," he said. "I don't think it's healthy." Instead, he thinks each athlete should be evaluated on his or her individual needs.

Many football players already take a redshirt year, but that's not as easy in basketball, where the roster size is much smaller. Sitting more players out their first year would probably require 10 or more additional scholarships in the two marquee sports, Mr. Burke said, and a commensurate number on the women's side.

The additional aid would help teams have big enough rosters to compete, particularly in men's basketball, where teams are allowed to offer 13 scholarships. (If three or four players had to sit out their freshman year, and one or two were injured, teams wouldn't even have enough players to scrimmage, Mr. Burke said.)

At Purdue, 20 more scholarships would cost about \$1-million a year—not an insignificant amount, Mr. Burke said, even for an athletics program with a budget of about \$70-million.

"But if you're trying to get people prepared," he said, "you need to accept that they have the capacity to learn but they may need some extra time."

From the NY Times

Skip College, Forfeit \$800,000: Fed Study

By REUTERS

MAY 5, 2014, 1:02 P.M. E.D.T

SAN FRANCISCO — Over a lifetime, the average U.S. college graduate will earn at least \$800,000 more than the average high school graduate, a study published Monday by the Federal Reserve Bank of San Francisco shows.

That's after accounting for the high cost of college tuition and the four years of wages lost during the time it takes to complete a typical undergraduate degree, the researchers found.

"Although there are stories of people who skipped college and achieved financial success, for most Americans the path to higher future earnings involves a four-year college degree," wrote Mary Daly, the San Francisco Fed's associate director of research, and Leila Bengali, a research associate, in the latest Economic Letter from the regional Fed bank.

In short, they found, "college is still worth it."

A college student who pays \$21,200 in yearly tuition will recoup that investment by age 38, the researchers found. About 90 percent of students at public colleges, and 20 percent of students at private colleges, pay less than that amount, they found. By retirement, that student will have earned \$831,000 more than a peer who never went to college.

For those students who pay the astronomical tuitions levied by top private U.S. colleges, however, the benefits may be smaller, the study suggested.

"Although some colleges cost more, there is no definitive evidence that they produce far superior results for all students," they wrote, adding "... redoubling the efforts to make college more accessible would be time and money well spent."

(Reporting by Ann Saphir; Editing by James Dagleish)

Creative destruction

A cost crisis, changing labour markets and new technology will turn an old institution on its head



HIGHER education is one of the great successes of the welfare state. What was once the privilege of a few has become a middle-class entitlement, thanks mainly to government support. Some 3.5m Americans and 5m Europeans will graduate this summer. In the emerging world universities are booming: China has added nearly 30m places in 20 years. Yet the business has changed little since Aristotle taught at the Athenian Lyceum: young students still gather at an appointed time and place to listen to the wisdom of scholars.

Now a revolution has begun (see page 20), thanks to three forces: rising costs, changing demand and disruptive technology. The result will be the reinvention of the university.

Off campus, online

Higher education suffers from Baumol's disease—the tendency of costs to soar in labour-intensive sectors with stagnant productivity. Whereas the prices of cars, computers and much else have fallen dramatically, universities, protected by public-sector funding and the premium employers place on degrees, have been able to charge ever more for the same service. For two decades the cost of going to college in America has risen by 1.6 percentage points more than inflation every year.

For most students university remains a great deal; by one count the boost to lifetime income from obtaining a college degree, in net-present-value terms, is as much as \$590,000 (see page 66). But for an increasing number of students who have gone deep into debt—especially the 47% in America and 28% in Britain who do not complete their course—it is plainly not value for money. And the state's willingness to pick up the slack is declining. In America government funding per student fell by 27% between 2007 and 2012, while average tuition fees, adjusted for inflation, rose by 20%. In Britain tuition fees, close to zero two decades ago, can reach £9,000 (\$15,000 a year).

The second driver of change is the labour market. In the standard model of higher education, people go to university in their 20s: a degree is an entry ticket to the professional classes. But automation is beginning to have the same effect on white-collar jobs as it has on blue-collar ones. According to a study from Oxford University, 47% of occupations are at risk of being automated in the next few decades. As innovation wipes out some jobs and changes others, people will need to top up their human capital throughout their lives.

By themselves, these two forces would be pushing change. A third—technology—ensures it. The internet, which has turned businesses from newspapers through music to book retailing upside down, will upend higher education. Now the MOOC, or "Massive Open Online Course", is offering students the chance to listen to star lecturers and get a degree for a fraction of the cost of attending a university.

MOOCs started in 2008; and, as often happens with disruptive technologies, they have so far failed to live up to their promise. Largely because there is no formal system of accredita-

tion, drop-out rates have been high. But this is changing as private investors and existing universities are drawn in. One provider, Coursera, claims over 8m registered users. Though its courses are free, it bagged its first \$1m in revenues last year after introducing the option to pay a fee of between \$30 and \$100 to have course results certified. Another, Udacity, has teamed up with AT&T and Georgia Tech to offer an online master's degree in computing, at less than a third of the cost of the traditional version. Harvard Business School will soon offer an online "pre-MBA" for \$1,500. Starbucks has offered to help pay for its staff to take online degrees with Arizona State University.

MOOCs will disrupt different universities in different ways. Not all will suffer. Oxford and Harvard could benefit. Ambitious people will always want to go to the best universities to meet each other, and the digital economy tends to favour a few large operators. The big names will be able to sell their MOOCs around the world. But mediocre universities may suffer the fate of many newspapers. Were the market for higher education to perform in future as that for newspapers has done over the past decade or two, universities' revenues would fall by more than half, employment in the industry would drop by nearly 30% and more than 700 institutions would shut their doors. The rest would need to reinvent themselves to survive.

A new term

Like all revolutions, the one taking place in higher education will have victims. Many towns and cities rely on universities. In some ways MOOCs will reinforce inequality both among students (the talented will be much more comfortable than the weaker outside the structured university environment) and among teachers (superstar lecturers will earn a fortune, to the fury of their less charismatic colleagues).

Politicians will inevitably come under pressure to halt this revolution. They should remember that state spending should benefit society as a whole, not protect tenured professors from competition. The reinvention of universities will benefit many more people than it hurts. Students in the rich world will have access to higher education at lower cost and greater convenience. MOOCs' flexibility appeals to older people who need retraining: edX, another provider, says that the median age of its online students in America is 31. In the emerging world online courses also offer a way for countries like Brazil to leapfrog Western ones and supply higher education much more cheaply (see page 59). And education has now become a global market: the Massachusetts Institute of Technology discovered Battushig Myanganbayar, a remarkably talented Mongolian teenager, through an online electronics course.

Rather than propping up the old model, governments should make the new one work better. They can do so by backing common standards for accreditation. In Brazil, for instance, students completing courses take a government-run exam. In most Western countries it would likewise make sense to have a single, independent organisation that certifies exams.

Reinventing an ancient institution will not be easy. But it does promise better education for many more people. Rarely have need and opportunity so neatly come together. ■



The digital degree

The staid higher-education business is about to experience a welcome earthquake

FROM Oxford's quads to Harvard Yard and many a steel and glass palace of higher education in between, exams are giving way to holidays. As students consider life after graduation, universities are facing questions about their own future. The higher-education model of lecturing, cramming and examination has barely changed for centuries. Now, three disruptive waves are threatening to upend established ways of teaching and learning.

On one front, a funding crisis has created a shortfall that the universities' brightest brains are struggling to solve. Institutions' costs are rising, owing to pricey investments in technology, teachers' salaries and galloping administrative costs. That comes as governments conclude that they can no longer afford to subsidise universities as generously as they used to. American colleges, in particular, are under pressure: some analysts predict mass bankruptcies within two decades.

At the same time, a technological revolution is challenging higher education's business model. An explosion in online learning, much of it free, means that the knowledge once imparted to a lucky few has been released to anyone with a smartphone or laptop. These financial and technological disruptions coincide with a third great change: whereas universities used to

educate only a tiny elite, they are now responsible for training and retraining workers throughout their careers. How will they survive this storm—and what will emerge in their place if they don't?

Finance 101

Universities have passed most of their rising costs on to students. Fees in private non-profit universities in America rose by 28% in real terms in the decade to 2012, and have continued to edge up. Public universities increased their fees by 27% in the five years to 2012. Their average fees are now almost \$8,400 for students studying in-state,

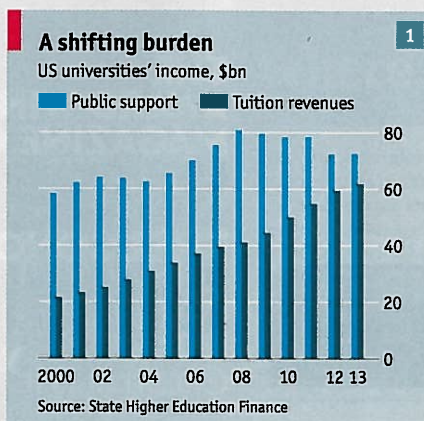
and more than \$19,000 for the rest. At private colleges average tuition is more than \$30,000 (two-thirds of students benefit from bursaries of one sort or another). American student debt adds up to \$1.2 trillion, with more than 7m people in default.

For a long time the debt seemed worth it. For most students the "graduate premium" of better-paid jobs still repays the cost of getting a degree (see page 66). But not all courses pay for themselves, and flatter graduate salaries mean it takes students longer to start earning good money. Student enrolments in America, which rose from 15.2m in 1999 to 20.4m in 2011, have slowed, falling by 2% in 2012.

Small private colleges are now struggling to balance their books. Susan Fitzgerald of Moody's, a credit-rating agency, foresees a "death spiral" of closures. William Bowen, a former president of Princeton University, talks of a "cost disease", in which universities are investing extravagantly in shiny graduate centres, libraries and accommodation to attract students.

Politically, the mood has shifted too. Both Bill Clinton and Barack Obama have said that universities face a poor outlook if they cannot lower their costs, marking a shift from the tendency of centre-left politicians to favour more public spending on academia. Cuts made by state governments have been partly offset by an increase in federal "Pell Grants" to poor students. But American universities will soon receive more money from tuition fees than from public funding (see chart 1).

In Asia tuition-fee inflation, running at around 5% for the past five years among leading universities, has stoked middle-class anxieties about the cost of college. ▶▶



Latin American countries fret about keeping fees low enough to expand the pool of graduates. In Europe high levels of subsidy, coupled with lower rates of college attendance, have insulated universities. But fees are going up: in 1998 Britain introduced annual tuition fees of just £1,000 (then \$1,650), which by 2012 had increased to a maximum of £9,000 (\$13,900).

Rising costs could scarcely strike at a worse time. Around the world demand for retraining and continuing education is soaring among workers of all ages. Globalisation and automation have shrunk the number of jobs requiring a middling level of education. Those workers with the means to do so have sought more education, in an attempt to stay ahead of the labour-demand curve. In America, higher-education enrolment by students aged 35 or older rose by 314,000 in the 1990s, but by 899,000 in the 2000s.

Improvements in machine intelligence are enabling automation to creep into new sectors of the economy, from book-keeping to retail. New online business models threaten sectors that had, until recently, weathered the internet storm. Carl Benedikt Frey and Michael Osborne, of Oxford University, reckon that perhaps 47% of occupations could be automated in the next few decades. They find that the odds of displacement drop sharply as educational attainment rises.

iPad illuminatio mea

So demand for education will grow. Who will meet it? Universities face a new competitor in the form of massive open online courses, or MOOCs. These digitally-delivered courses, which teach students via the web or tablet apps, have big advantages over their established rivals. With low startup costs and powerful economies of scale, online courses dramatically lower the price of learning and widen access to it, by removing the need for students to be taught at set times or places. The low cost of providing courses—creating a new one costs about \$70,000—means they can be sold cheaply, or even given away. Clayton Christensen of Harvard Business School considers MOOCs a potent “disruptive technology” that will kill off many inefficient universities. “Fifteen years from now more than half of the universities [in America] will be in bankruptcy,” he predicted last year.

The first MOOC began life in Canada in 2008 as an online computing course. It was 2012, dubbed the “year of the MOOC”, that generated vatic excitement about the idea. Three big MOOC-sters were launched: edX, a for-profit provider run by Harvard and the Massachusetts Institute of Technology (MIT); Coursera, partnered with Stanford University; and Udacity, a for-profit co-founded by Sebastian Thrun, who taught an online computing course at

Stanford. The big three have so far provided courses to over 12m students. Just under one-third are Americans, but edX says nearly half its students come from developing countries (see chart 2). Coursera’s new chief executive, Richard Levin, a former president of Yale University, plans an expansion focusing on Asia.

For all their potential, MOOCs have yet to unleash a Schumpeterian gale of disruption. Most universities and employers still see online education as an addition to traditional degree courses, rather than a replacement. Many prestigious institutions, including Oxford and Cambridge, have declined to use the new platforms.

Nick Gidwani, the founder of SkilledUp, an online-course directory, compares the process to the disruption of publishing and journalism. Large publishers used to enjoy a monopoly on printing presses, subscriber bases and deals with advertisers. A proliferation of low-cost blogs, websites and apps means they no longer do. Even successful print products have had to take on aspects of their digital rivals’ model. Mr Gidwani sees “scant hope for 200 professors, all delivering the same lecture”.

Traditional universities have a few trump cards. As well as teaching, examining and certification, college education creates social capital. Students learn how to debate, present themselves, make contacts and roll joints. How can a digital college experience deliver all of that?

The answer may be to combine the two. Anant Agarwal, who runs edX, proposes an alternative to the standard American four-year degree course. Students could spend an introductory year learning via a MOOC, followed by two years attending university and a final year starting part-time work while finishing their studies online. This sort of blended learning might prove more attractive than a four-year online degree. It could also draw in those who want to combine learning with work or child-rearing, freeing them from timetables assembled to suit academics. Niche subjects can benefit, too: a course on French existentialism could be accompanied by another university’s MOOC on the

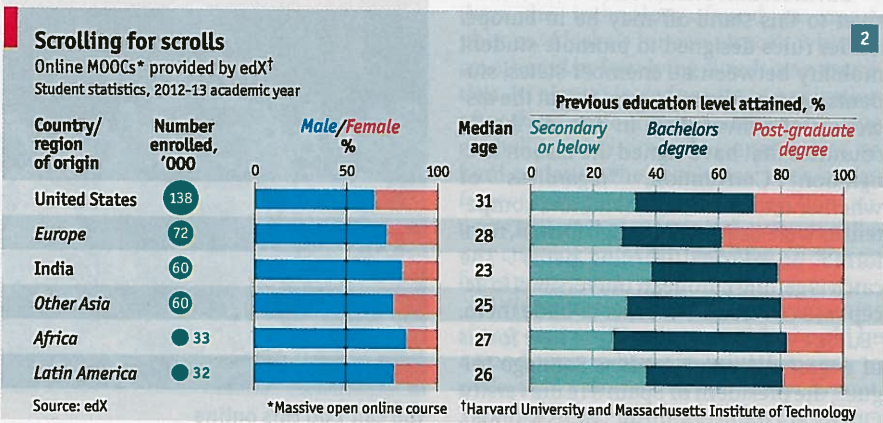
Portuguese variety.

Some universities are already adding digital classes to their syllabuses. In Brazil, Unopar University offers low-cost degree courses using online materials and weekly seminars, transmitted via satellite. In America, Minerva University has entry criteria to rival the best Ivy League colleges, but far lower fees (around \$10,000 a year, instead of up to \$60,000). The first batch of 20 students has just been accepted for Minerva’s foundation year in San Francisco, and will spend the rest of their course doing online tutorials while living outside America, with an emphasis on spending time in emerging economies as a selling-point to future employers.

Error 404: Degree not found

Online learning has its pitfalls. A pilot scheme at San Jose State University in California, offering a maths and statistics course run by Udacity, was suspended last year. Whereas 30% of campus students passed an entry-level algebra course, 18% of those studying online did—and the gap widened as material became more complex. “MOOCs’ pedagogy needs to improve very quickly,” admits Udacity’s Mr Thrun. He thinks the San Jose experiment showed that students needed more personalised support to use a university-level online course. A survey of MOOC students in America found that 70% already had a degree. If they are to compete with ordinary universities, MOOC providers must get better at teaching newcomers to academia. EdX’s Mr Agarwal wants to offer more courses during vacation-time, when students could use them to earn extra credit or to catch up on missed topics.

Detractors point to high dropout rates: only about 10% of first-time MOOC subscribers finish their course. That may not reflect badly on what is offered: the negligible cost of enrolment means that many people sign up without the firm intention to finish the course. But since the providers make most of their money from the certificates they grant to completers, maintaining a reasonable completion rate is important. Some are refining their courses to



▶ make the early stages easier to follow. EdX discovered that most dropouts happen quite quickly, in the same way that first-year university students sample courses before deciding which to pursue for their degree credits.

Another worry is that students can cheat by getting someone else to sit online tests in their place. The iversity, a German online college founded last year, is trying to get around this by holding in-person exams with an invigilator present. Coursera offers paid-for identity-verification services, which involve recording students' unique typing patterns.

Online courses have provoked opposition from academics, who fear that they will accelerate cuts to university staffing. When Michael Sandel, a Harvard politics tutor, agreed to deliver some of his popular undergraduate lectures for edX, he was criticised by a group of Californian academics for supporting a model which poses "great peril to our university". Online courses, they argued, risked "replacing faculty with cheap online education". Others fret that the main beneficiaries will be stars like Professor Sandel, widening the pay and prestige gap between them and their colleagues. They may be right: lively teachers have always attracted more interest than dull ones (Socrates delivered lectures at raucous Athenian drinks parties). The difference now is that more students can share access to them.

Credit where it's due

So far, MOOC providers have wooed new students by using graduates' testimonials, vouching for the fact that completing a course has helped them get a job. Many potential students are put off by the fact that there is no guarantee that their online labours will be accepted as credit towards a degree. This is starting to change, as digital courses become more intertwined with existing curriculums. Over half the 4,500 students at MIT take a MOOC as part of their course. The John F. Kennedy University in California, which educates mainly mature students, has started to accept edX MOOC credits towards its degrees.

But most universities still do not. An answer to this stand-off may lie in Europe. Under rules designed to promote student mobility between EU member-states, students can transfer course credits, at the discretion of universities, in any of the 53 countries that have signed the Lisbon Recognition Convention, "regardless of whether the knowledge, skills and competences were acquired through formal, non-formal or informal learning paths". The catch is getting European universities to accept MOOC credits, in order to trade them. "Europe will not quickly take to new forms of degree delivery," predicts Santiago Iñiguez, the president of Spain's IE university. Others are more optimistic. Hans Klöpper,

the managing director of iversity, points out that it is easy for students to assess MOOCs' quality, since they are open for all to see. Once students start to complete them in large numbers and clamour for recognition, it will be hard for Europe's universities to resist accrediting the best of them, he believes.

In the meantime, a second generation of MOOC is trying to mirror courses offered at traditional universities. Georgia Institute of Technology and Udacity have joined forces with AT&T, a telecoms firm, to create an online master's degree in computing for \$7,000, to run in parallel with a similar campus-based qualification that costs around \$25,000. Mona Mourshead, who runs McKinsey's education consultancy, sees a turning point. "If employers accept this on equal terms, the MOOC master's degree will have taken off. Others will surely follow," she says.

Although some companies have authored online courses (Google, for instance, has made a MOOC on how to interpret data), established universities still create most of them. To encourage them to spare their best academics' time to put the courses together, online-learning companies must give them a financial incentive. EdX says it is "self-sustaining" but provides no details of its revenues. The *Chronicle of Higher Education* reported last year that edX lets universities use its platform in return for the first \$50,000 generated by the course, plus a cut of future revenues. An alternative model that it reportedly offers is to charge \$250,000 for "production assistance" in creating a course, plus further fees every term that the course is offered. Coursera reveals only its revenue from certification—around \$4m since its launch in 2012—for which it charges students between \$30 and \$100.

Some have struggled to make a business out of this. Last year Udacity under-

went an abrupt "pivot", declaring that the free model was not working and that from then on it would sell professional online training. Although web-based courses are much cheaper than on-campus ones, they will not retain ambitious students unless they replicate the interaction available in good universities. Making teachers available for digital seminars and increasing the level of interactivity could help. So would more detailed online feedback. Improvements like these raise costs. So a more varied MOOC-ecology might end up with varying price-tiers, ranging from a basic free model to more expensive bespoke ones.

The universities least likely to lose out to online competitors are elite institutions with established reputations and low student-to-tutor ratios. That is good news for the Ivy League, Oxbridge and co, which offer networking opportunities to students alongside a degree. Students at universities just below Ivy League level are more sensitive to the rising cost of degrees, because the return on investment is smaller. Those colleges might profit from expanding the ratio of online learning to classroom teaching, lowering their costs while still offering the prize of a college education conducted partly on campus.

The most vulnerable, according to Jim Lerner of Kean University in New Jersey, are the "middle-tier institutions, which produce America's teachers, middle managers and administrators". They could be replaced in greater part by online courses, he suggests. So might weaker community colleges, although those which cultivate connections to local employers might yet prove resilient.

Since the first wave of massive online courses launched in 2012, a backlash has focused on their failures and commercial uncertainties. Yet if critics think they are immune to the march of the MOOC, they are almost certainly wrong. Whereas online courses can quickly adjust their content and delivery mechanisms, universities are up against serious cost and efficiency problems, with little chance of taking more from the public purse.

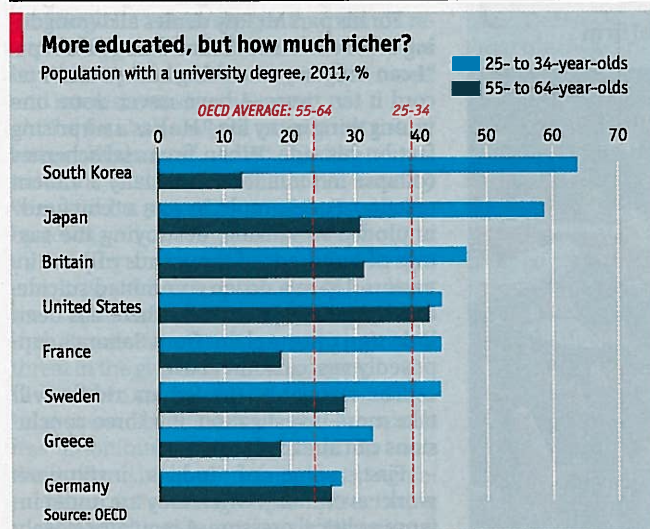
In "The Idea of a University", published in 1858, John Henry Newman, an English Catholic cardinal, summarised the post-Enlightenment university as "a place for the communication and circulation of thought, by means of personal intercourse, through a wide extent of country". This ideal still inspires in the era when the options for personal intercourse via the internet are virtually limitless. But the Cardinal had a warning: without the personal touch, higher education could become "an icebound, petrified, cast-iron university". That is what the new wave of high-tech online courses should not become. But as an alternative to an overstretched, expensive model of higher education, they are more likely to prosper than fade. ■



You can't do this online

Free exchange | Wealth by degrees

The returns to investing in a university education vary enormously



IS A university degree a good investment? Many potential students are asking the question, especially in countries where the price of a degree is rising, as a result of falling government subsidies. Recent research suggests that the conventional wisdom remains true: a university degree pays handsomely. In America and the euro zone, for example, unemployment rates for graduates are far below average. Yet the benefit of university varies greatly among students, making an investment in higher education a risky bet in some circumstances.

The value of a degree, like so much else in economics, boils down to supply and demand. The gap between average pay for university graduates and those with secondary-school degrees is commonly called the “college wage premium”. When firms are hungry for skilled workers their demand for university graduates grows, and the premium tends to rise. When the supply of graduates grows faster than that of less-educated workers, in contrast, the premium will stabilise or fall.

Though the demand for graduates varies slightly from country to country, the trend across the rich world is clear. For at least a century firms have sought to hire ever more of the best-educated workers. The college wage premium, however, has bounced around, as the number of graduates has not grown so evenly. In America, the big premium graduates earned in the early 20th century melted away in the post-war years as universities churned out ever more of them. In the 1970s things shifted again. The supply of university graduates had been growing roughly five percentage points faster each year than that of high-school graduates; by the 1990s the gap had shrunk to less than two percentage points. The wage premium duly began to rise again.

The share of people attending university was slower to rise in other rich countries but has caught up rapidly in recent decades. Older American workers are much better educated than their peers elsewhere in the rich world, according to data from the OECD, a club of rich countries. Younger Americans are comparatively undistinguished (see chart). Elena Crivellaro, of the University of Venice, notes that from 1990 to 2005 university enrolment rose by almost 50% in Nordic countries and by more than 30% around the European periphery. In America enrolment growth was about 26%.

So rapid was the change in some European labour markets that they became “saturated” with new graduates, reckons Ms Crivellaro. This saturation has combined with generous minimum wages to keep the college wage premium relatively flat in Europe. Graduate premiums rose in the 2000s in France, Ireland and especially Britain, she calculates, but fell in Germany. In 2011, the OECD says, American graduates earned 77% more a year than those who completed secondary school, compared with 57% in Britain, 47% in France and just 25% in Sweden.

Over the course of a working career these premiums add up impressively. Christopher Avery of Harvard University and Sarah Turner of the University of Virginia estimate that between 1965 and 2008 the discounted present value of a college education in America, net of tuition fees, rose from \$213,000 to \$590,000 for men, and from \$129,000 to \$370,000 for women in 2009 dollars. Most of the increase occurred before 2000. A number of studies conclude that most of the past generation’s rise in inequality within the American labour force (that is, among all workers, and not just between the top 1% and the rest) is attributable to the rising premium on a college education.

Yet despite these impressive statistics university may still look a gamble. In many rich countries students are paying more for their education—and borrowing more to do so. Between 1993 and 2012, the share of American graduates taking out student loans rose by 25 percentage points and average debt per borrower doubled, after adjusting for inflation.

That is worrying, in that investment in higher education, though lucrative on average, yields highly variable returns. The pay-off hinges on many factors, beginning with the name of the institution issuing the degree. A recent study by Payscale, which monitors trends in compensation, calculated the expected financial return from graduating from almost 1,500 institutions of higher education. For grand places like Caltech and MIT the 30-year return on a bachelor’s degree is around \$2m. But attending institutions near the bottom of the list actually diminishes earnings. Graduates of Valley Forge Christian College can expect to be made \$148,000 worse off for their trouble.

Graduated risk

The subject of a degree also matters. Jonathan James of Cal Poly, San Luis Obispo, found that the college premium in America ranges from 125% for engineering graduates, for whom demand seems endless, to 40% for students of psychology or social work.

And at least some of the college wage premium reflects the rising importance of postgraduate study. The premium earned by biology graduates is relatively small once those with postgraduate degrees (often in medicine) are stripped out. A recent study reckons that the premium earned by postgraduates relative to college graduates was virtually nil in America in 1963 but had risen to roughly 27% by 2010. Much of the increase occurred in the 2000s, when the premium for a bachelor’s degree levelled off whereas that to postgraduate credentials kept rising. Recent figures from Britain show a similar trend.

On the whole, a university education remains a reliable money-spinner. But as with most investments, it pays to be discerning. There is no guaranteed windfall for all who don cap and gown. ■

Studies cited in this article can be found at www.economist.com/universities14

THE CHRONICLE OF HIGHER EDUCATION

Administration

April 14, 2014

Accreditation in Action: Inside a Site Visit

By *Eric Kelderman*
Starkville, Miss.

The stately wood-paneled walls of the John Grisham Room in the library at Mississippi State University give it a formal air. At 8:30 a.m. on a recent Tuesday, a small band of academic professionals entered the room to begin a serious job. During the course of just three days, the group of seven men and two women would seek the information and impressions they needed to help determine the accreditation status of this land-grant university, which enrolls about 20,000 students.

The visit began and ended with a meeting between reviewers and the university's top administrators, including the president, the provost, and the general counsel. In between, there were discussions with dozens more faculty members, staff members, and students. The visiting team pored over the details of audits, assessments, curriculum design, distance learning, faculty credentials, financial controls, and student-learning outcomes, among many other topics.

The visit was what many say is the most valuable part of accreditation: where reviewers from peer institutions get to ask the hard questions, face to face; where the university has to explain what it does, how it meets the accreditor's standards and federal regulations, fulfills its mission, and, most important, ensures that students are learning. Reviewers, too, say they learn from the visits, gathering ideas to carry back to their home institutions or finding out about pitfalls to avoid.

Like much of the accreditation process, the details of such site visits are little known to those outside academe, in part because they are not open to the public. (*The Chronicle* was allowed to document the process at Mississippi State under the terms of a

confidentiality agreement that bars it from publishing the names of the visiting reviewers and the details of their discussions.)

Despite the secrecy, supporters of the process argue that this kind of peer review is an antidote to the criticisms of accreditation being leveled by lawmakers, policy groups, and proponents of technological disruption. The process is rigorous and thorough, supporters say, requiring an institution to demonstrate that it is taking steps to improve its academic performance.

It's not true that accreditors are lax in upholding standards among their peers because of collegiality or fear of retribution, said Timothy N. Chamblee, director of the Office of Institutional Research and Effectiveness at Mississippi State. Reviewers take their jobs seriously and aren't afraid to call out the problems they see, he said.

"It is not what they say it is on Capitol Hill," Mr. Chamblee said. "It's not just a 'good ole boy' network."

Checking Boxes

This three-day review marked the home stretch of Mississippi State's 10-year accreditation cycle with the Southern Association of Colleges and Schools' Commission on Colleges, one of the nation's six regional accreditation bodies. Later this year, the commission's Executive Council will vote on whether to reaffirm Mississippi State's accreditation—a requirement for its students to receive federal financial aid.

By the time the reviewers arrived on the campus, the university had been preparing to be reaccredited for nearly two years, including compiling several hundred pages of information on how the institution is meeting more than 90 separate standards and federal requirements. In a separate room of the library sat 10 thick binders filled with reports and data, the undergraduate and graduate bulletins of the university, bound copies of the institution's compliance study, and a focused report responding to issues raised before the visit by a separate set of reviewers.

The visitors, too, have spent weeks preparing, reading the university's documentation and drafting an initial report.

Reviewers, who must be nominated by the president of their institution, are chosen for their expertise in certain areas and then trained by the accreditor.

The group visiting Mississippi State included a president, a vice provost, an assistant vice president for finance, a dean of a college of arts and sciences, an associate vice chancellor for research, a dean of students, an associate director of assessment and research studies, and an associate professor of political science. A vice president of the accrediting commission, a former college president, was also there to coordinate the reviewers' work and occasionally to clarify the standards or the process.

Much of the first day was taken up with making sure the university was actually doing what it said in its documentation. After an introductory meeting with top administrators, the visitors broke into smaller groups throughout the library for more than a dozen separate meetings with various other administrators and faculty members.

Some of those meetings were meant to follow up on concerns raised by a separate group of reviewers, who had examined the university's self-study.

"We do know there are certain areas where there will be questions," said Jerome A. Gilbert, provost and executive vice president at Mississippi State.

For example, Mr. Gilbert said, visiting site teams often have to confirm that some of the university's faculty members have the proper credentials to be teaching the courses that they are assigned. On paper, some instructors might not have the necessary degrees but may have professional experience that makes them qualified, he said.

"Reviewers don't always know the context—why we would select an individual with unusual credentials," Mr. Gilbert said.

Other meetings were required to verify that the university was meeting federal requirements, such as having a process for

collecting and resolving student complaints on academic and even potentially criminal issues like sexual assault.

While the university had already described that process in its written materials, the federal government requires the accreditor to examine actual records of complaints on the campus, note how they were filed, and ascertain that they were followed to their conclusion. On this morning, a golf cart took the visiting dean of students to several offices on the campus, including the provost's office and the office of the Title IX coordinator.

"Most people wouldn't understand the extent of the review," said Thomas Bourgeois, dean of students at Mississippi State. "It's rigorous."

While some critics have complained of the tedium of the accreditation process, the university has an obligation to take care of its students, he said.

"We're protecting a precious commodity," he said.

Proving Learning

Later in the afternoon, and during much of the following morning, the reviewers met with faculty members and administrators to discuss the university's Quality Enhancement Plan, a requirement of the Southern Association that the institution develop a program to specifically address and improve student learning across the campus.

Mississippi State's enhancement plan is a focus on undergraduate writing skills and is titled "Maroon & Write"—a play on its athletics colors of maroon and white. The program is meant to encourage undergraduates to engage in a variety of writing, not just research or final papers, and in classes outside of English.

The university began testing the program in the fall and will train faculty members in how to incorporate more and varied kinds of writing assignments into their courses. Mississippi State also plans to collect writing samples from all new freshmen during the fall orientation to assess students' ability from the beginning of their academic careers.

The largest meeting of the visit occurred on the second morning as nearly 20 faculty members and administrators filled a room in the library's Templeton Music Museum. The tone of the meetings was collegial, but the reviewers were clearly engaged and digging deeply into the design of the new writing program, its finances, oversight, and accountability.

After more than an hour of questions, Deborah O. Lee, an associate professor and coordinator of library services at Mississippi State, said she was not surprised that the session had zeroed in on whether the plan had a clear process for actually measuring improvements in writing.

"We're looking for feedback—whatever makes this program stronger," said Ms. Lee, one of two faculty members who are directing Maroon & Write.

If the reviewers are having questions, Ms. Lee said, "we either need to do a better job of communicating or change our design."

Real Value?

On Wednesday, the visiting reviewers met in separate luncheons with students, members of the state's Board of Trustees, and faculty members. At a buffet in the student union, a select group of students shared their experiences with three of the visitors. Students said they supported the university's increased focus on writing—several had already participated in pilot courses in the university's forestry-studies program.

But beyond that, they had scant knowledge of the accreditation process.

"I don't know anything about the formality of it," said Donald M. (Field) Brown, a senior majoring in English and philosophy and a Rhodes scholar who grew up in Vicksburg, Miss. "I just kind of assume the name 'university' meant something," he said.

Mr. Brown's lack of familiarity with accreditation underscored a major challenge for accrediting agencies: communicating the value of the process to students, parents, the public, and policy makers.

Federal lawmakers and some influential policy groups in Washington are taking a hard look at accreditation, whether it is effective as a tool for improving quality, and whether the process should continue to serve as a requirement for federal financial aid.

Many faculty members and administrators at Mississippi State, however, say the accreditation process benefits both students and the institution generally, even if it remains obscure to the public.

"At its most fundamental, accreditation is identification of legitimacy," said Gerald A. Emison, a professor of political science and public policy at Mississippi State and president of the faculty senate.

The criticisms of accreditation are being driven by a worldview that overvalues the role of the marketplace, he said. But accreditation relies on the rigor of the process to make institutions "address the unpleasanties," he said.

Just preparing for the visit is what makes institutions improve, Mr. Emison said: "People have to think carefully and deliberately about what it means to do these things."

On Thursday morning, the visiting reviewers met briefly with the senior administrators, making a few recommendations for improvement, and wrapped up their work in the Grisham room.

Back in his office, Mark E. Keenum, Mississippi State's president since 2009, said the time, effort, and expense of the process were worth it for the institution and for taxpayers—even some of the more tedious elements, such as verifying compliance with federal standards.

"I wouldn't want them to skip it," Mr. Keenum said. "If the federal government is going to provide money, as thorough a review as possible is a good thing."

Mr. Keenum, who is vice chairman of the Southern Association's Executive Council (and will recuse himself from its vote on the university's accreditation), acknowledged that the process had its limitations. But he questioned whether accreditation could be

replaced without a drastic increase in the role of the federal government in regulating higher education.

"Is it foolproof? Absolutely not. Nothing is," he said. "But I would challenge anyone to come up a better system."

14 Comments The Chronicle of Higher Education ▼

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vshirgurkar · 3 months ago

I am sharing my experience in the field of assessment and accreditation in India. I have worked on numerous peer teams appointed by the National Assessment and Accreditation Council Bangalore .A higher education institution is required to submit its Self Study Report with reference to the following seven criteria to serve as the basis of its assessment procedures: Curricular Aspects ,Teaching-Learning and Evaluation, Research, Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Progression, Governance, Leadership and Management, Innovations and Best Practices. The peer teams visit the concerned institution- either a college or university and carry on the exercise in the way similar to what is mentioned in the above article.

The entire process is transparent. All the stakeholders of the concerned higher education institution know the process thoroughly. Nothing is done secretly. And it is this transparency which has brought great credibility to the system in India.

As an important outcome of the process of assessment and accreditation the quality of teaching learning process has improved

· · Reply · Share :

archman · 3 months ago

Thank you CHE for this article. It provides a brief but informative view on our regional accreditors and how they operate. As a professional educator concerned about the future of Higher Ed in the U.S., I am glad that we have these oversight bodies.

· · Reply · Share :

mike3077 · 3 months ago

good article that matches my experience sitting in on several site visits as an "outsider." Given that it is just one visit, it doesn't address the issue that there can be wide swings in rigor based on which accrediting agency is involved (especially the national entities) and who is leading the team. The big problem that presented itself in one visit I experienced: no matter how rigorous the accreditation process is, it will not amount to anything if the response is weak. Reviewing reports over a long cycle will show if the same key issues keep popping up -- a pattern that I know exists but don't know how widespread.

· · Reply · Share :

johnny_meat **mike3077** · 3 months ago

Do you know anybody that has been on a regional team vs. a national team? I do. They all say the nationals are much more rigorous.

· · Reply · Share :

Scotthew · 3 months ago

THE CHRONICLE OF HIGHER EDUCATION

Government

June 19, 2014

Federal Panel Hears Calls for Major Changes in Accreditation Process

By Eric Kelderman
Washington

More than two years ago, a federal panel that advises the education secretary on accreditation issues **recommended** a series of modest changes in the nation's system of higher-education accreditation. On Wednesday the panel heard from higher-education experts that a major overhaul will be needed for that system to survive.

"We can't just tweak the regulations here. The heart and soul of accreditation is at stake here," said Judith S. Eaton, president of the Council for Higher Education Accreditation, which represents some 3,000 degree-granting colleges and recognizes about 60 organizations that accredit institutions or programs.

Ms. Eaton was among six higher-education leaders who were invited to speak to the National Advisory Committee on Institutional Quality and Integrity, an 18-member panel appointed by members of Congress and the Department of Education. The panel, which is known as Naciqi, asked the speakers to comment on any issues that needed to be added, changed, or clarified in the 2012 report, which was criticized by many for advocating more federal oversight of the accreditation process. (Accreditation is a requirement for institutions to receive federal financial aid.)

But the amount of federal regulation of accreditation is already a significant burden during the process, said Terry W. Hartle, senior vice president for government and public affairs at the American Council on Education. For example, Mr. Hartle said, accreditors are required to ensure that institutions are following fire codes, along with certifying compliance with dozens of complex federal requirements.

M. Peter McPherson, president of the Association of Public and Land-Grant Universities, said that accreditation needed to get out of the compliance business and back to focusing on academic quality. Instead, the federal and state governments should step up their own enforcement of laws and rules, said Mr. McPherson and others.

Although accreditors are independent, nonprofit organizations, they operate as de facto agents of the government as long as they serve as the gatekeepers for federal student aid, said Arthur J. Rothkopf, who is a president emeritus of Lafayette College and a member of Naciqi. Mr. Rothkopf and another panel member, Anne D. Neal, president of the American Council of Trustees and Alumni, have called for federal aid to be "decoupled" from the accreditation process.

While that change would probably be opposed by most accreditors—removing their only leverage over institutions—some speakers said they may now be willing to accept more change in the process than would have been acceptable two years ago, including, for example, eliminating the geographic boundaries of the nation's seven regional accreditors (there were six such organizations, until the Accrediting Commission for Community and Junior Colleges became independent of the Western Association of Schools and Colleges). Instead, colleges would be free to seek accreditation from the agency of their choice.

Such a proposal could work if there were rules to make sure that colleges were not simply shopping for a new accreditor in order to avoid sanctions from another agency, said Mr. Hartle.

Ms. Eaton said any overhaul of accreditation needed to focus on three areas: helping students learn, improving academic and program performance, and promoting innovation. That approach, however, would require all sides to abandon their obsession with process.

"Let's not start with where we are right now," Ms. Eaton said, "where every word is sacrosanct."

Boise State president blasts NCAA reform in letter to media.

By Dennis Dodd, CBBSports.com, May 21, 2014

Boise State's president issued a scathing criticism of NCAA reforms Wednesday night, seemingly accusing the commissioners of the SEC and Big Ten of "calling the shots."

Bob Kustra spent more than three pages ripping Big Five conferences in an email sent to media outlets. The correspondence came less than 24 hours after Pac-12 presidents called upon their Big Five peers to quickly pass NCAA reforms.

Saying the NCAA has "ranged far afield" from the traditional amateur model, Kustra attacked what he perceives the Big Five conferences' hijacking of the system. He called reform "subterfuge for fueling the arms race."

"The NCAA cannot fall prey to phony arguments about student welfare when the real goal of some of these so-called reformers is create a plutocracy," Kustra wrote, "that serves no useful purpose in American higher education."

He laid out a case for large-school voting autonomy being a guise for those institutions to consolidate money and power. The NCAA board of directors is close to granting autonomy to high-resource schools that would allow them to pass more specific legislation tailored for their budgets.

Kustra accused those five leagues (Big Ten, Pac-12, Big 12, ACC, SEC) of pulling the strings "with two of the conferences taking the lead in calling the shots for the others."

There is little doubt Kustra is referring to SEC commissioner Mike Slive and Big Ten commissioner Jim Delany. Both men have largely been considered among the most powerful in college sports. However, if there is a reform agenda, it is largely supported by all 10 FBS (Division I-A) conferences at the moment.

Everyone just wants to know what restructuring and reform is going to mean. While Texas, Michigan and Alabama can afford an extra \$1 million for an unlimited training table, it may mean the difference for a smaller school in cutting, say, tennis.

Cost of attendance is a good idea in concept, but even the commissioners say there is a long way to go. Those commissioners want to provide a calculated stipend for athletes above room, books and tuition.

Among the issues is calculating the cost of attendance on a per-school basis to avoid anti-trust concerns.

That is part of Kustra's concern. All of this takes more money for schools whose budgets are already stretched thin. It is estimated that only 25 athletic departments nationwide actually turn a profit.

"It's time," Kustra wrote, "for the NCAA to take a stand for fiscal responsibility and the rightful place of intercollegiate athletics in American higher education ..."

Kustra draws a well-known line between the Big Five and the so-called Group of Five. Kustra's school is in one of those so-called "lower resource" conferences -- Mountain West -- that also includes the MAC, American, Conference USA and Sun Belt.

“I have no doubt why the power conferences are working to separate themselves from some Division I universities who still see the value of equity and fairness in athletic funding,” Kustra wrote.

Boise's CEO is a former member of that NCAA board. The 71-year old former two-time lieutenant governor of Illinois has spent a decade in his current position as Boise president.

Not too long ago such concepts as cost of attendance and increased training table would have been considered competitive advantages. But in recent years, the NCAA has moved away from that concept embracing such changes in the name of student-athlete welfare.

That change in philosophy, though, has further separated the powerful from the not-so-powerful.

In the correspondence, Kustra points out the Boise's \$37 million athletic budget pales in comparison to Alabama (\$124 million), Illinois (\$77 million), Nebraska (\$83 million) and Missouri (\$64 million.)

Even more dramatic: Idaho's football budget (\$4 million) doesn't equal 60 percent of Nick Saban's salary. Both schools are FBS.

“You would think,” Kustra wrote, “the long-held principles of amateur athletics would trump the drive toward commercialism and professionalism in the athletic department.”

Clear battle lines are being drawn beyond Boise, Idaho. The NCAA Governance Steering Committee shaping those reforms want the Big Five conferences to have a super-majority of votes (two-thirds) to pass legislation. The Big Ten has suggested a lower threshold.

In making his case for “bloated athletic budgets” Kustra did not mention a naming-rights sponsorship deal for his football team's stadium announced on Wednesday. Albertson's grocery store chain is paying \$12.5 million over the next 15 years to have its name on the Broncos' stadium.

Kustra also didn't mention he had been out front on a flirtation with the restructured Big East in 2012. In the space of six months, his school played both ends against the middle, committing to the Big East without ever officially leaving the Mountain West. Boise State was able to get a MWC TV deal that put a premium on televised Boise Home games.

So who, exactly, is chasing money? Everyone it seems.

Kustra has been a staunch critic of the BCS and high-resource school spending in the past. On Wednesday he accused most of the reforms of being a guise for those large schools “to outspend their Division I colleagues.”

He said “absurd specialization in staffing and coaching accounts” is a problem.

“How embarrassing to spend all that money and then have someone with half the budget or less beat you on Saturday,” Kustra wrote.

He made sure to point out his support for three NCAA reforms.

- Improved medical monitoring for concussions.
- Lifetime access to a degree at a school's expense if a player exhausts his eligibility before graduating.
- Allowing an athlete to keep his/her scholarship in the event of a career-ending injury.